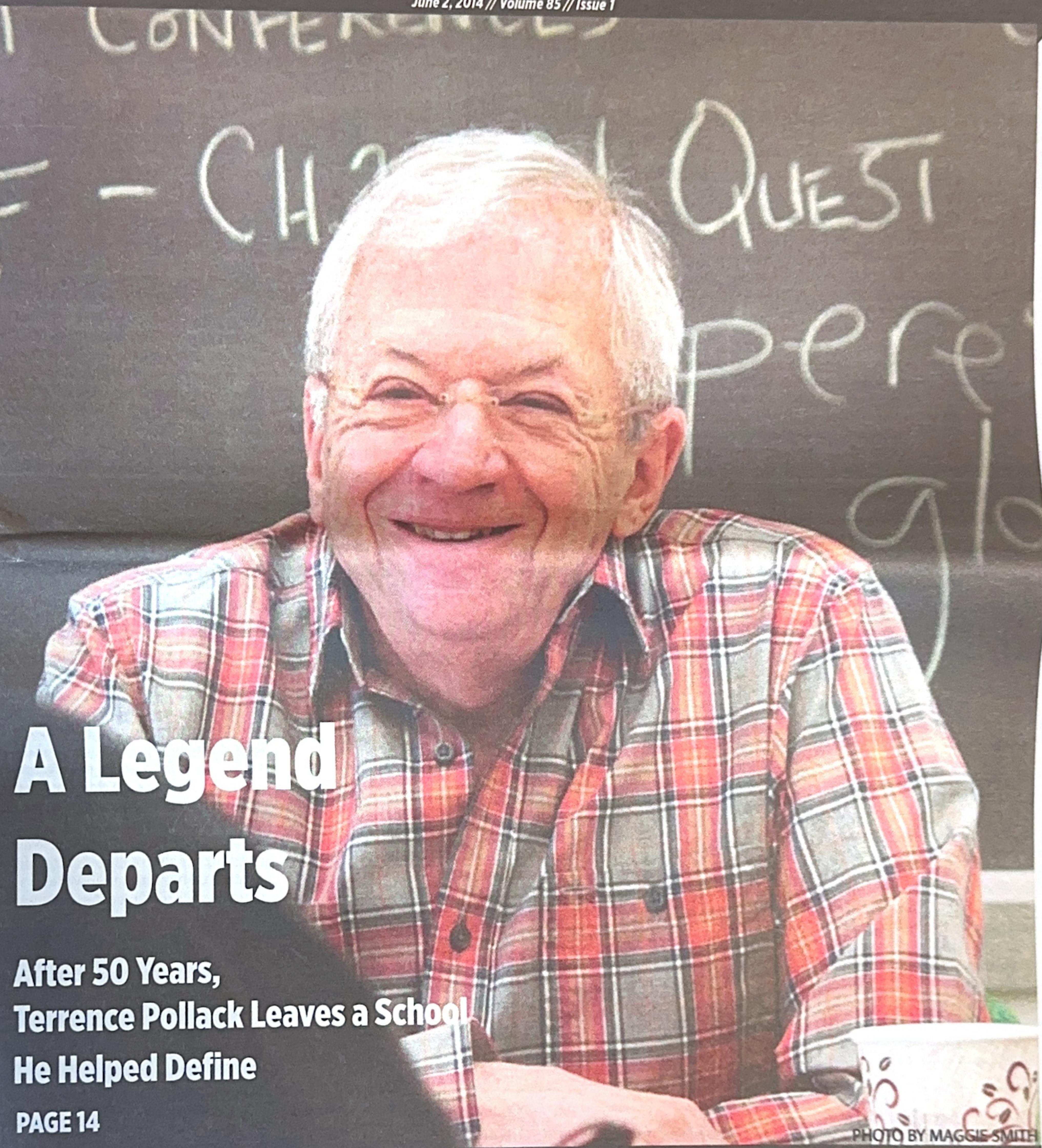


THE

SHAKERITE

June 2, 2014 // Volume 85 // Issue 1



A Legend Departs

After 50 Years,
Terrence Pollack Leaves a School
He Helped Define

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PHOTO BY MAGGIE SMITH

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Wield Argument, Not Shutdowns

It's the Ivy League. The allure. The privilege. The opportunities. The stereotypes.

After reading Tal Fortgang's piece in the Princeton Tory, a conservative media outlet for Princeton University students, I had the typical Shaker student reaction. He was ignorant of Shaker social understandings -- that you consider others' when forming your opinions.

Fortgang, a senior at Princeton, doesn't particularly like the phrase "check your privilege." It's commonly used on college campuses, particularly at the Ivies, to remind their peers that they have advantages that most Americans -- most college students -- don't. It also reminds students to empathize with those who never attend college or even finish high school and to

try to understand their perspective.

Fortgang's peers apparently reprimanded him with "check your privilege" during debates. He responded with an essay that brought him national media attention and made him a conservative hero.

Checking your privilege doesn't have to mean hushing up, however. Rather, it's a reminder to show some empathy. When you have a strong opinion, that's great -- hold on to it! But before you voice it, take a second to think about what you're about to say and *why*. It's easy to say something without thinking, without realizing someone else's experiences tell a different story. It's easy to think that reading about a subject gives our opinions validity. But our sources can be ignorant of reality. So people use "check your privilege" to compel recipients to consider the other side. Many of us are guilty of losing this perspective -- even those who represent us.

Recently, the federal government terminated long-term unemployment benefits which take effect after state benefits run out. Of the people who made that decision and the pundits who endorsed it, few have ever needed long-term unemployment benefits. But according to Pew Research Center, about 2 million Americans are now stranded without these government

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Editor's Note

Checking My Privilege: Character as the Basis of Privilege

Tal Fortgang '17 / April 2, 2014



There is a phrase that floats around college campuses, Princeton being no exception, that threatens to strike down opinions without regard for their merits, but rather solely on the basis of the person that voiced them. "Check your privilege," the saying goes, and I have been reprimanded by it several times this year. The phrase, handed down by my moral superiors, descends recklessly, like an Obama-sanctioned drone, and aims laser-like at my pinkish-peach complexion, my maleness, and the nerve I displayed in offering an opinion rooted in a personal Weltanschauung. "Check your privilege," they tell me in a command that teeters between an imposition to actually explore how I got where I am, and a reminder that I ought to feel personally apologetic because white males seem to pull most of the strings in the world.

benefits, which provide modest amounts of money to help people survive as they search for a job. For the unemployed, the decision is devastating. For those with congressional privilege, the decision matters little. If congressional leaders had thought about the unemployed's circumstances -- if they had checked their privilege -- they might have voted differently.

I support the intent of "check your privilege," but, as a rhetorical strategy, it's seems ineffective, often substituting for a substantive argument. Rather than offering reasoned opposition to someone's comment, students who respond with "check your privilege" shut their peers down with an empty command.

Take, for example, Student A and Student B. Today in government class, the conversation surrounds the welfare system's effect on peoples' work ethic.

"The welfare system just allows people to do nothing. That's why our country is in decline," Student A says.

"Check your privilege!" Student B says. "You live on North Park."

In response, Student A just might write an essay similar to Fortgang's.

It's when people so completely ignore others' circumstances that Student B says "check your privilege." If Student A says these things because of her privilege, then yes, perhaps she should "check her privilege." But if we think someone should check their privilege, then we should explain why.

The expression allows its user to be intellectually lazy, allowing her to shunt the burden of forming a coherent argument. And suddenly, someone's ideas are invalid due to his elevated socioeconomic status.

The fact that our debates comprise Twit-

The fact that our debates comprise Twitter-worthy jabs, sound-bytes and cheap shots has diluted thoughtful arguments.

ter-worthy jabs, sound-bytes and cheap shots has diluted thoughtful arguments. An opinion's strength is no longer found in its foundation. Rather, it is found in which speaker can throw out the most pithy, most snarky and most demoralizing statements.

There are better ways to persuade someone to consider another's circumstances before they condemn the bankruptcy law or Medicare. There is endless fodder for that.

Misunderstandings form the basis of wider disagreements. Using "check your privilege" only furthers this. Explaining the phrase is more effective than using it.

Until we develop clear arguments, our opponents can dismiss any valid argument. Why not use language that's crisp, clear, compelling? That's the way to debate.

Though the larger idea is the disparity between the privileged and underprivileged, this phrase doesn't answer the growing problem of income inequality or the effects it propagates in wealth, education and social status (and thus, connections). This inequality creates a world where people unavoidably start at different points on the track. Some are closer to the finish line than others. Yes, they must still run the race, but their advantages from birth follow them through their lives. Whether checking privilege changes an opinion is another matter altogether. What matters is empathy. It's the foundation of humanity.

Typecast views of certain groups perpetuate ill-will, whether of guys like Fortgang or people who never make it to college. Both sides of "check your privilege", which fulfills its own stereotype, should improve their language use. Use an intelligent argument to make your point. It's much more effective to go through your reasoning point by point. I promise.

Princeton Politics

American Whig-Clioactic Society
James Madison Program

Other Ivy Publications

Brown Spectator
Columbia Federalist
Cornell Review
Dartmouth Review
Harvard Crimson
Yale Free Press
Yale Light & Truth

Most Popular Articles

Checking My Privilege: Character as the Basis of Privilege
The Editors' Guide to Bad Liberal Arguments
Reflections on Manliness

Princeton senior Tal Fortgang wrote this piece about checking privilege in "The Princeton Tory." The essay received national media attention, especially from conservative outlets.

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District Hires NYC Principal David Glasner to Lead SHMS

ABBY WHITE PRINT MANAGING EDITOR

When he and his South Euclid-born wife decided to leave New York City for someplace near family, David Glasner eyed Shaker from the beginning.

"I was always excited about a possibility that a vacancy might open up," he said.

Now, Glasner will serve as the new principal of Shaker Heights Middle School. "I'm thrilled," he said.

Glasner replaces Danny Young, who will take Randall Yates' place as principal of Woodbury Elementary School in 2014-2015.

Superintendent Gregory C. Hutchings, Jr. was unavailable for comment at the time of publication.

Glasner "went through several different panels and interviews" involving faculty, parents and students, Assistant Superintendent of Secondary Education Marla Robinson said. "Far and away, he was really the one people wanted," Robinson said.

She said community members were impressed by Glasner's communication and interpersonal skills, as well as the International Baccalaureate Diploma he received in high school.

As an IB Diploma recipient, Glasner said he looks forward to integrating the IB Middle Years Programme at SHMS. "The middle school has a lot of what I'm excited about," Glasner said. "I think there's a tradition of academic excellence in the middle school and the district."

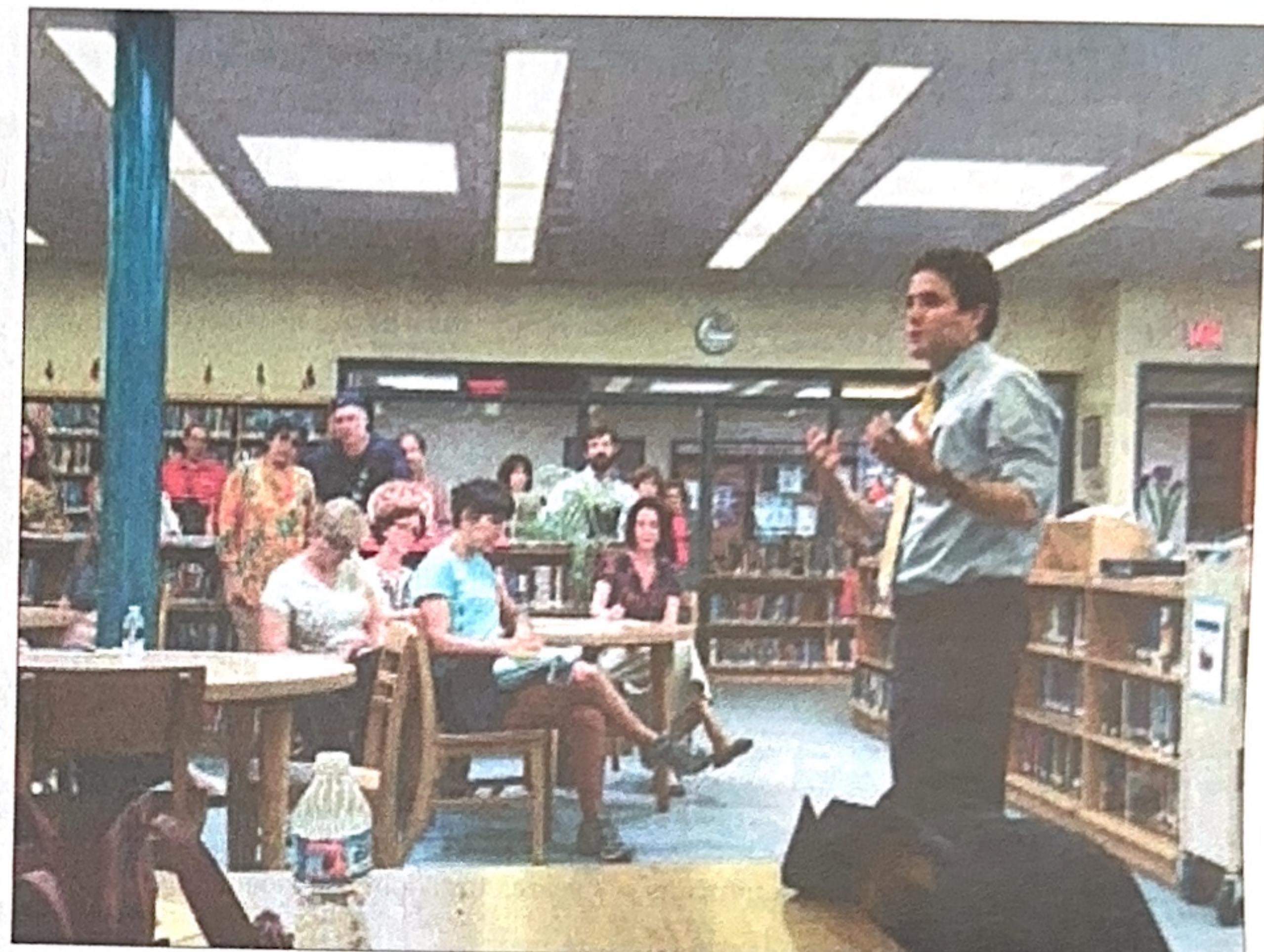
Glasner will leave the principalship of The Urban Assembly Academy of Government and Law, a public high school in New York City and part of the Urban Assembly schools network, to head SHMS.

Glasner comes with experience heading a diverse school. According to the NYC Department of Education's 2012-2013 Quality Review Report, AGL's 312-student population comprised 51 percent Hispanic, 42 percent African-American, four percent Caucasian and four percent Asian students. As of October 2013, SHMS's 852-student population was 51.53 percent African American, 37.68 percent Caucasian, 1.64 percent Hispanic, 4.58 percent multiracial and 3.87



"Far and away, he was the one people wanted."

MARLA ROBINSON



MARLA ROBINSON

David Glasner spoke to community members at Shaker Middle School May 13 as a finalist for the school's principalship.

percent Asian/Pacific Islander, according to the district's 2013 Report of the Registrar.

"I think I've learned to lead a school that meets the needs of all kinds of students," Glasner said. "Shaker Heights is a really diverse community . . . I want to make sure that we're working together as one community and not as separate entities."

Glasner does not think the population differences between AGL and SHMS will prove too challenging to overcome. Robinson agreed. Of AGL, which she visited May 23, Robinson said, "I thought it was very interesting."

Glasner emphasized collaboration. "I think as a school leader that one of the things I try to do is work with a team of people to build a strong school," Glasner said. "I know Shaker Middle has a strong team. I recognize that that's going to be a team effort, and I'll be leading that team."

Although Glasner has not worked at a middle school before, he noted that through the Urban Assembly Network, he has worked with middle school faculty. "I think one of my strengths as a school leader is I know what it takes to be successful in high school," he said. "I think it's really important in Shaker to keep in mind in the middle school that we're preparing for high school." He is also excited to work with a different age group. "Lots of transitions have to be made," he said, "and I want to help make those transitions as successful as possible."

Glasner became principal of AGL in 2009. The school received an overall grade of C on the 2010-2011 NYC Progress Report, distributed by the NYC Department of Education. However, Glasner raised that grade to an A in the 2011-2012 school year. The grade dropped to a B the next school year, but the school retains the "proficient" designation it has held since 2009-2010.

Shaker Middle School's state report card grades have been notable as the district's lowest. Last year, the school received three F's, one D, two C's and one B.

Robinson said Glasner's past success with school ratings was not a major factor in his hiring. The decision to hire him, she said, was based on "more than just the grade on the report card."

"At the end of the day, the letter grade is just that: it's just a letter grade," Glasner said. "I'm more interested in how students are achieving." However, he does consider it "necessary" to improve SHMS's state report card grades.

With Glasner's changes can be expected in the school's future, but not immediately. Robinson said "the community shouldn't expect big changes," adding that community members would be part of decision-making processes. However, she said "there are things we all want to address." In particular, she said the SHMS's 39-minute class periods were "something we'll be talking about."

Glasner declined to mention many changes he considered necessary, mentioning the need to "focus on instruction" and his desire to "learn more about" the 39-minute class periods. However, he said the SHMS's changes are one of his new job's attractions. "One of the things that's exciting for me is working with people who are open to discussions about change," he said.

He considers himself ready to tackle any changes SHMS must make, but not without gaining more experience in the district first. "I want to take some time to really get to learn about Shaker Middle as part of my leadership process," Glasner said. "Change doesn't happen overnight . . . [but] the same levels that the other schools are performing at, I expect the middle school to get there as well."

After 19 Years of ‘Be the Best,’ Hutchinson Resigns as Administrator

Through rapport and recognition, English teacher and long-time assistant principal inspired his students to reach their potential

MARIA BROWN EDITOR IN CHIEF

After 19 years in the Shaker schools, Assistant Principal Eric Hutchinson, affectionately known school wide as “Hutch,” will resign at the conclusion of this school year. For many students, he will be sorely missed.

“It’s a bittersweet moment that Hutch is leaving us,” senior Tiara Sargeant wrote in an email. “As a senior, I was honored to be able to be here for his last year, but it saddens me that my younger brother will never truly understand what ‘Be the best’ means.”

Sargeant, who had Hutchinson as her assistant principal, is one of his mentees. She is referring to the “Be the Best” family Hutchinson has created among his students to inspire them to achieve more. Usually, instead of saying good-bye, Hutch says “Be the . . .” and the student replies “best!”

Hutchinson, too, will miss the young people with whom he has formed relationships.

“I love this place and I am going to miss it. That’s me,” Hutchinson said. “This isn’t how I wanted it to end.”

Hutchinson’s original plan to resign was

“I love this place and I’m going to miss it. That’s me. This is not how I wanted it to end.”

ERIC HUTCHINSON



WILL MCKNIGHT//THE SHAKERITE

Eric Hutchinson speaks to the senior class of 2014 before they take their senior class photo. Hutchinson, who will resign at the end of this school year, has mentored many students at the high school.

effective Dec. 22, 2013. He then delayed his departure until the end of the year, a more typical resignation time.

Students, teachers and administrators were shocked and dismayed at Hutchinson’s original resignation announcement. In the previous Shakerite story about Hutchinson’s resignation, Shaker Heights City School District Director of Communications Peggy Caldwell said that Hutchinson “has made a great contribution to the school district and we wish the best for him.”

“He has had tremendous rapport with students. That really has been his hallmark. He has had an impact on hundreds of students,” Caldwell said.

Sargeant, too, feels Hutchinson’s influence will be missed. “Shaker Heights School District will not understand what it’s losing until next year and he’s completely gone and they are clearly able to see that none of the administrators in the high school connect with students like Hutch was able to,”

Sargeant wrote.

“He has a true gift that I haven’t seen in anyone else, I will always have utmost respect for him,” Sargeant wrote.

Hutchinson began his teaching career in a school just outside of Atlanta. After teaching English for two years there, he began teaching English at Shaker Heights Middle School, where he remained for four years. He then came to the high school, where he has been an administrator for 15 years.

His trademark tennis ball, which he carries throughout school, emerged when Hutchinson was releasing nervous energy before teaching his first class. From then on, he carried a tennis ball with him for teaching, mentoring and inspiring. He awards tennis balls to students for their effort and success as well.

Sargeant will remember the lessons he instilled in her for the rest of her life. “In my future endeavors, I will always be the best no matter what,” she wrote.

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MAC Scholars Celebrate Achievement

Pulitzer Prize-winning Shakerite alumnus Wesley Lowery speaks to MAC Scholars about the future, connections and success

MARIA BROWN EDITOR IN CHIEF

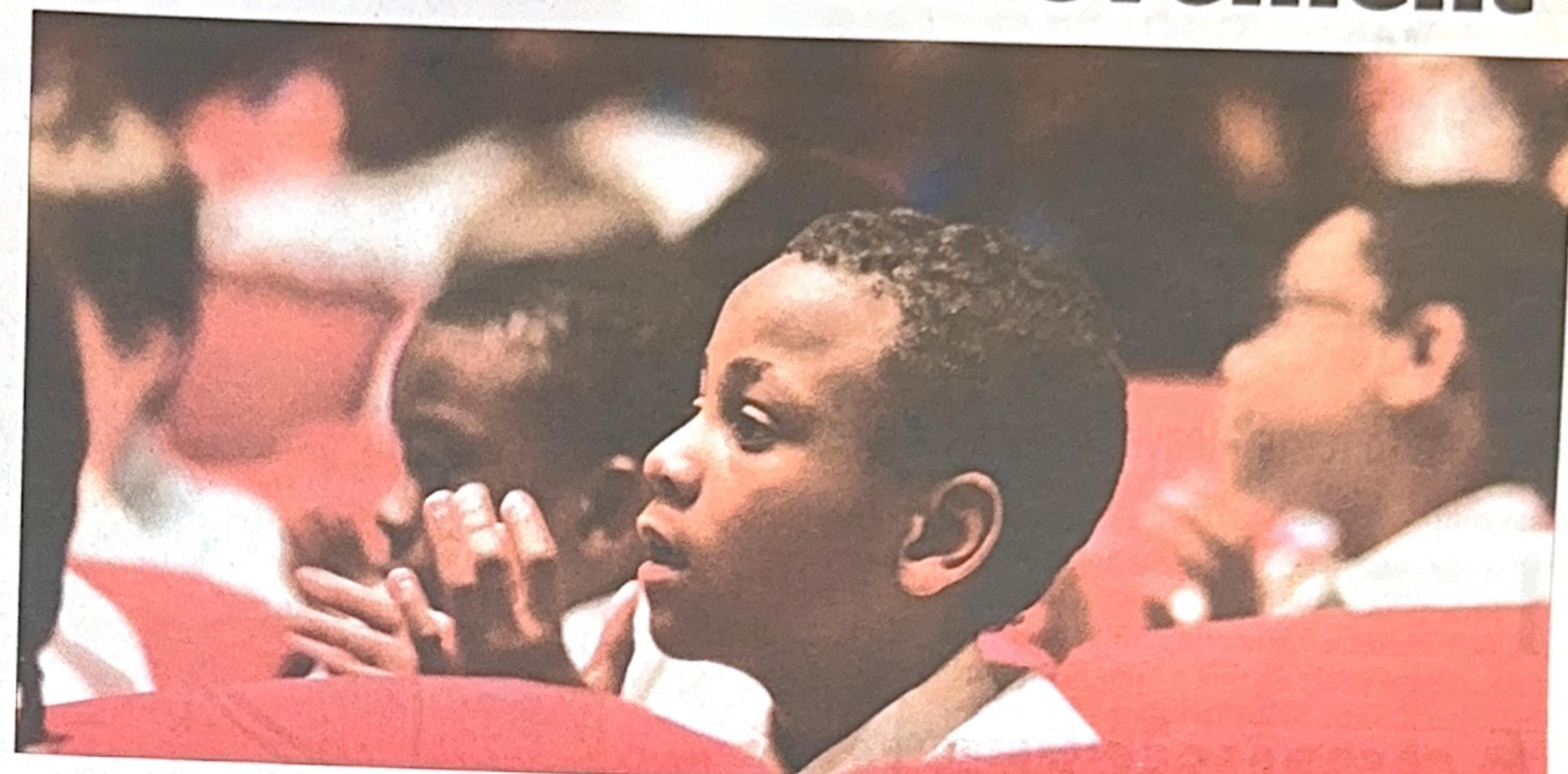
There's nothing accidental about success. That's the message Washington Post reporter Wesley Lowery ('08) told the Minority Achievement Committee Scholars May 22 during the annual MAC Scholars Awards Program in the Large Auditorium.

The scholars and an audience of about 300 people -- including parents, teachers, administrators, alumni and rising Scholars from Woodbury, Lomond and the middle school -- heard Lowery, a former MAC Scholar, advise the MAC and rising Scholars to show initiative, identify and maintain friends and mentors and to put themselves in the position to be lucky. Lowery is a former Editor in Chief of The Shakerite.

"I spent much more time in The Shakerite than I did in other classrooms," Lowery said. "I wouldn't advocate that, but when you find your passion," follow it.

Lowery covers breaking news and politics for the Post. Previously, he worked as a breaking news reporter for the Boston Globe. There, he covered the mayoral race, the Aaron Hernandez murder case and the Boston Marathon bombings--for which the reporting team won a Pulitzer Prize in April. May 21, the National Association of Black Journalists named him Emerging Journalist of the Year. He also has a considerable Twitter presence, with a verified account.

In his address, Lowery spoke of the relationships he made with friends from Shaker in groups such as Student Group on Race Relations, MAC Scholars and The Shakerite. He said these relationships comprise his friends, support group and, now, his



WILL MCKNIGHT//THE SHAKERITE

The MAC Scholars held their annual, student-run Awards Program May 22. Rising scholars from Woodbury, Lomond and the middle school attended.

network. He advised students to find mentors, friends and idols in high school, college and beyond.

Each year senior Scholars run the program, recognizing rising senior Scholars and those who have significantly raised GPAs over the year. They give high-achieving Scholars gold, silver and bronze medals.

MAC alumnus Trey Johnson presented the Rashad Burnley Award to an exemplary Scholar. Johnson was a good friend of Burnley, who, during high school, was an outstanding student and Scholar. Burnley died during a church trip to Toronto, and his parents established a memorial foundation for the Scholar award.

When they join the group, MAC Scholars pledge: "I am an African American and I pledge to uphold the name and image of the African American man. I will do so by striving for academic excellence, conduct-

"When I need to talk to a brother, I call my Scholar friends."

WESLEY LOWERY

ing myself with dignity, and respecting others as if they were my brothers and sisters."

Academic adviser Mary Lynne McGovern, health teacher Hubert McIntyre, Jr. and retired social studies teacher Baird Wiehe are the MAC advisers.

Lowery emphasized the importance of MAC Scholars. "You are in a great position already," he said, "surrounded by successful men who look like you. In the professional world, you don't always have that."

"When I need to talk to a brother, I call my Scholar friends," Lowery said.

"You really do build a sense of brotherhood," senior Scholar Sean Brown said.

"You find that you're not alone in your quest," Brown said of the struggle for academic achievement. He believes that with all the negativity surrounding African American achievement, it's very encouraging to have MAC Scholars.

"I can't tell you how closely knit this group becomes, even if they haven't known the [Scholar] candidate," McGovern said. She and McIntyre started the organization in 1990. With no cap on the number of Scholars, the selection process is student-run. In 1990 there were eight MAC Scholars; today, there are 21.

"I love that we have students inspiring students because it's what we need to do," Brown said.

"It's a place that there is a great deal of pride in achievement and accomplishment and it's OK to express that and to share it," McGovern said.

Brown hopes the group will develop a program for students whose GPAs fall beneath the minimum 2.8. He thinks helping them would raise achievement generally.

"One day we'd like to see it nonexistent," Brown said. That day is when African Americans are high-achieving across the board and don't need this group anymore, he said.



WILL MCKNIGHT//THE SHAKERITE

Shakerite and MAC Scholars alumnus Wesley Lowery ('08) spoke to current and rising Scholars at the annual MAC Scholars Awards Program May 22. "You are in a great position already," he told the students, "surrounded by successful men who look like you. In the professional world, you don't always have that."

School Cancels 325-Minute State Pilot Test

Changes to format leave school with questions

ABBY WHITE PRINT MANAGING EDITOR

In the wake of cancelling a 325-minute long pilot test of new state exams that will become mandatory in the 2014-2015 school year, Shaker's administration finds itself with more questions than answers.

"The legislation isn't giving us all the answers we need," Principal Michael Griffith said. "That side of it, to be honest with you, is extremely frustrating."

Shaker cancelled its administration of the pilot test about a week before the administration would have occurred in April, according to high school testing coordinator Karen Slovikovski.

"Our original objective in running the field test . . . was to give the staff and students a chance to practice, if you will, and see how the new tests are different from the old ones," Slovikovski said. "We had one impression of what the field test would be like, and then shortly before the field test would begin, we got word from the state that that format had changed."

Slovikovski said Ohio changed the field test's format from to "a tutorial, showing students and staff members what the test would be like, as opposed to a mini test."

"When they changed the format, that's when the decision was made not to go through with the field test," she said.

The change in the pilot test's format "had to do with copyright permissions" on the state's part, Griffith said. "There was some issue or challenge on their hand [with the] rights to be able to use questions."

The Ohio Department of Education denied any copyright issues. "According to our test experts, the field test forms were not affected by copyright issues," Director of Communication John Charlton wrote in an email.

Shaker's Director of Research and Evaluation Dale Whittington said the copyright issues concerned not the field test, but an infrastructure test meant to proceed the field test. Whittington wrote in an email that the infrastructure test "was to simulate a test so we could check our equipment and procedures and students could get practice before the actual field test."

The test Shaker intended to pilot was one of the state's 10 new, partially computer-

Testing coordinator Karen Slovikovski said the new state End-of-Course Exams will require windows of several weeks in both March and May. "It's definitely a change from what we're used to," she said.

"The PARCC field test is, in fact, the PARCC field test . . . It's kind of a practice test, in that it's testing out the items."

DAVID CONNERTY-MARIN



WILL MCKNIGHT//THE SHAKERITE

based End-of-Course Exams, which will be administered starting next school year and eventually replace the Ohio Graduation Test. The Partnership for Assessment of Readiness for College and Careers, known as PARCC, is a coalition of 18 states and the District of Columbia that devises exams to align with the Common Core State Standards. PARCC developed six of the 10 tests, those assessing math and English language arts proficiency. Ohio developed the other four exams, testing science and social studies, separately from PARCC. Before the format change, Shaker was going to pilot the PARCC English Language Arts 1 Exam.

PARCC's director of communications, David Connerty-Marin, said the PARCC pilot test had not changed. "The PARCC field test is, in fact, the PARCC field test," he said. "It's not a tutorial, for sure. It's kind of a practice test, in that it's testing out the test items."

Connerty-Marin also said the PARCC field tests are not shorter than the finalized exams will be. "The field tests are full-length tests," he said. "The final time for the tests has not yet been determined, in part because we want to see how long students take to do the [field] test."

Connerty-Marin said the pilot exam's 325-minute length "is a ballpark" of the exam's final duration. However, those 325 minutes will include both parts of the PARCC exams: a handwritten Performance-Based Assessment, administered in March, and the computer-based End-of-Year Assessment that will be administered in May.

Connerty-Marin said the Performance-Based Assessment occurs at the 75 percent mark in the school year and, rather than testing what students have learned, "has a lot more writing, and it's really seeing how

students are problem-solving and applying concepts."

The End-of-Year Assessment, in contrast, occurs at the 90 percent mark and will test students' "accumulation of knowledge" in the given exam's subject area.

Connerty-Marin emphasized that PARCC tests are "a very different kind of test than what's been done in the past." He said PARCC exams are designed to use questions that "great teachers" would use on tests, so are "not something you can drill and memorize for . . . You're not using much class time to prepare for the test."

"So in some ways, it's not a break from learning, it's part of learning," Connerty-Marin said.

The exams' two-part structure poses logistical and scheduling struggles, however. Slovikovski said "the window for testing is several weeks long" in both March and May.

"It's definitely a change from what we're used to because we're used to the fact that we have two weeks in March for only tenth graders [taking the OGT] and that's it," Slovikovski said. "Now it involves more than just tenth graders here at the high school, and it is the two different months, and everybody's going to need to adapt."

Slovikovski said Ohio made a window when districts can take state exams, but the school can choose its specific days. Shaker has not finalized its testing period yet.

Slovikovski said the state's window for March testing overlaps with OGT testing, which will continue next year. Depending on the days Shaker picks for testing, the Performance-Based Assessments may be administered at the same time as the OGT. May testing "definitely overlaps with both AP and IB testing," Slovikovski said.

"Really from mid-March on, there's a sig



WILL MCKNIGHT/THE SHAKERITE

Students may have to take the new End-of-Course Exams on netbooks, which Charles Ellenbogen's 10th period Honors/CP English class used Dec. 10.

nificant amount of testing, which could interrupt different grade levels in terms of day-to-day instruction significantly," Griffith said.

"The Department of Education is concerned about the overlap," Charlton said. "We're encouraging districts to make assessments part of the education process . . . We feel that will take some of the stress off students, some of the test anxiety part."

Connerty-Marin did not think the amount of testing should pose a problem because "each student will not be testing for several weeks," he said.

In both March and May, Slovikovski expects logistics challenges. However, she expects March to pose the larger challenge because in May, faculty are accustomed to handling AP and IB students missing class. "March will be a little different because we have traditionally had the delayed start," Slovikovski said. "That might involve some adjustment on all our parts -- students, families and staff members." She said Shaker has not decided whether it will cancel its traditional delayed start for ninth, eleventh and twelfth graders during OGT week yet.

Currently, the state has said both the OGT and the new state assessments will be administered in 2014-2015. Slovikovski said, "the hope is that the OGT will not be given for the first time to new students the following year after that, so that's 2015-16."

"The OGT is being phased out slowly," Charlton said. "There needed to be some legislative changes in order to get away with it right away," but those changes were not passed, he said.

House Bill 193 dictates the graduation requirements with the new End-of-Course Exams and states they will take effect in the 2015-2016 school year. However, Charlton said that is inaccurate, and that the class of 2019 -- who will be sophomores in 2015-2016 -- will still take the OGT.



Michael Griffith

In both March and May next year, when the new state tests are administered, Slovikovski said "if it's not every student taking a test . . . it'll be a vast majority."

This year, 540 Shaker students took the OGT. About 400 students took AP exams in May and 128 students took IB assessments. "If you think about it, in May next year, every freshman will have to take an End-of-Year Assessment. So you're doubling the number right there, and we haven't even talked about the students taking IB assessments and other grades alone," Slovikovski said. Because students must take both parts of the test, Slovikovski said in March, "it may very well be about the same number."

However, the number of students that will take the new state exams is not set. "There are a variety of bills in the pipeline that may change what subjects are covered, whether the tests will be required for credit or for graduation," Whittington said.

"Also, the current plans for the new district and school report cards that are coming online include doing value-added for all teachers of course that will have End-of-Course Exams," Whittington said. "That affects what the testing requirements will be because value-added requires that all students take the same test."

Value-added tests assess how much students have learned in a class over the course of a year. These results are used to evaluate teachers' performance.

Which students will have to take the new state tests is just one question Griffith would like answered, he said. Another is whether the high school's technology will be able to handle mass computer-based testing.

Charlton said the ODE offers resources to help schools with technology for the exams. "We have what we call a Technology Readiness Tool on our website," he said. "It helps the district figure out what they need to get the tests online, and it tells us what

we need to know about districts' readiness."

Griffith said the key question is, "Can you have 400 students, the entire ninth grade class, taking the test at one time? The pilot would not have answered that," he said. "That's going to be very difficult to practice that until [the tests] actually happen."

However, "we will have a shot at practicing something like it," Griffith said. Next year, the high school will administer the new, computer-based Aspire test to sophomores instead of the PLAN test.

Griffith said for Aspire, the computer loads each part of the test as necessary, rather than loading the entire test at once. He did not know whether the state tests were designed similarly and said if they were not, they may load more slowly.

"The long-winded explanation is, we're not really sure, and no place is yet," Griffith said. He said Shaker "will have to design our implementation to accommodate" any questions about technology.

Griffith also has unanswered questions about the state tests' duration, and how the school will accommodate that. He said second semester next year will include an onslaught of testing: Student Learning Objectives tests for every student in every class, the OGT for sophomores and students who have not passed it, PARCC tests, the state's other new assessments, Advanced Placement exams and International Baccalaureate exams.

As such, "Something's going to happen," Griffith said. "Something has to happen if what we know right now stands."

Although no changes have been made yet, Griffith brought up the first semester finals at the end of January. "Do we want to modify that?" he asked. "Do we want to modify how we've done the end of our year?"

Even if no testing-related changes take effect in the school's calendar next year, Griffith said students and teachers should still expect changes in instructional practices. To accommodate all the tests administered during second semester, "we'd still have to frontload instruction," he said.

"To be able to cover what we believe is the appropriate content and material, we would have to modify our curriculum mapping."

"We want to make the changes that will best help instructional time for the students," Griffith said. However, "we've got a lot of questions and not a lot of answers," he said. "So we're going to end up, in some respects, making our best guess."

Griffith hopes the state will have final answers about the tests' duration, which students will need to take them and other requirements by the end of this school year so teachers can plan lessons accordingly over the summer.

"This is not something that could be decided when we open school," Griffith said.

However, at this point, he remains frustrated.

"Part of me wants to go down to the state and say, 'Just tell us the final answer, and then we can work from there,'" Griffith said.



A student in Karen DeMauro's first-period Jewelry class works on one of her pieces. Jewelry is one of at least nine electives with a section of fewer than 15 students enrolled this year.

WILL MCKNIGHT//THE SHAKERITE

Changing Requirements, Tight Schedules Challenge Shaker's Elective Enrollment

More classes with fewer than 15 students enrolled may be in question after next year

SARA MESIANO CAMPUS AND CITY EDITOR

How much lower can elective enrollment go?

That was the question school officials asked when they sat down to look into the high school's diverse elective courses and their enrollments. Class sizes in electives vary, with many having fewer than 10 students.

"What we're doing is we're making sure that we don't have any classes with five kids in them. Superintendent Gregory C. Hutchings, Jr. said. "So this year, when we were going through the course selection process, I wanted to sit in and see if there were many classes with five or six kids in them."

"My biggest concern was that I didn't want to have a number of classes with less than 15 students in operation," Hutchings said.

Hutchings decided to audit the schedule after community members told him several five-student classes existed at the high school.

In the 2013-2014 school year, a variety

of electives were offered throughout the curriculum. These classes range from the Gristmill to Film as Art to Ceramics. Those courses had enrollment of seven, 14 and 14 students, respectively.

Hutchings explained that if electives did not have adequate enrollment, they could be cut in the future. The Oppression class, taught by long-standing social studies teacher Terrence Pollack for the last 30 years, was not offered this year due to lack of enrollment.

The majority of Shaker classes under the 15-student mark currently are team-taught, core classes, but the list also includes Jewelry, Ceramics, Creative Writing, Photography, Journalism, Film as Art and Sociology.

Film as Art will not be offered in the 2014-2015 school year. Theater teacher Christine McBurney said dwindling enrollment was the reason for the change.

"We want to give students options, but we also want to make sure that there's enough kids that there can be conversation and collaboration," Hutchings said.

"Generally we try to run classes at 15 as a



Gregory C. Hutchings, Jr.

"We want to give students options, but we also want to make sure that there's enough kids that there can be conversation and collaboration."

**GREGORY C.
HUTCHINGS, JR.**

low. It depends on the course in question," Principal Michael Griffith said. "There are some classes that by design we run small, like IB classes or team classes."

Griffith said that the loss of teaching jobs to attrition that began in 2007 initiated scrutiny of weak elective enrollment.

In a review of research on class sizes, the National Education Policy Center stressed the importance of class size. The review states that "all else being equal, increasing class sizes will harm student outcomes."

Smaller classes may be more effective, but if they shrink too much, low enrollment could remove them from the curriculum.

Elective enrollment at the high school could be decreasing due to many factors. In some cases, even when students earn A's in electives, the grade reduces the student's GPAs because it typically carries a lesser weight. While classes such as AP Music Theory are 5.0 credit, Photography, Graphics and Theatre Management, among others, are offered for 4.0 credit.

"I think students do worry about the weight," guidance counselor Catherine Szendrey said. However, "it's not the right thing to worry about because colleges recalculate them anyway." Many colleges recalculate GPAs to enable comparison of students from different schools, as schools weight their course offerings differently.



WILL MCKNIGHT//THE SHAKERITE

Students in first period
Drawing class work on their artwork. Drawing is one of several electives that may be jeopardized in the future if its enrollment does not increase.

Students may also feel constrained by heavy course loads. "People are very busy and have a lot to do, especially students in AP classes," sophomore Cliff Seeger-Destino said. "And students in AP classes are the ones more likely to take particular electives."

"I think that people take the classes they think they need for college rather than the classes they actually want to take," Seeger-Destino said. "Like you might really want to take Photography or something, but you feel like that won't be as good as AP classes."

"There's such an incredible pressure on students to take that extra class in core subjects," said Theatre Arts Department Chairmen Scott Sumerak, who teaches theater electives. "A lot of that external pressure is squeezing those electives out." He said there are so many programs at Shaker and in education in general today that students often don't have time to take electives.

Sumerak's smallest elective is Theater Management, with about 12 students this year. "It's a very unique, specialized class that doesn't really work well in a large group," he said.



Cliff Seeger-Destino

"I think that people take the classes they think they need for college rather than the classes they actually want to take."

CLIFF SEEGER-DESTINO

His largest elective, Junior Ensemble, has more than 40 students, which he attributes to students' receiving either Fine Arts or Physical Education credit for the class.

The allure of study halls also drags students away from electives, according to sophomore Maggie Cullina. "I could take an elective but my study hall is really nice," she said. "I'm in a sport and I get a lot of my homework done during school."

Other factors could include increasing pressure from mandatory state guidelines. "The state requirements have gone up," Szendrey said. "I think that's driving the boat on this."

"There's certainly been more and more focus on state requirements," Griffith said. The state minimum for graduation through 2013 included a requirement for six elective credits, including foreign language. This number was cut to five in 2014. Other changes include an increase in mathematics unit requirements from three to four.

The 2014-15 Course Catalog & Program Planning guide states that Shaker requires four elective credits for graduation, not including world language or fine arts requirements.

"What we're looking at for the future is to have pathways for students to go into particular courses," Hutchings said. "For instance, if we have a class with 16 people in

it, we may need to begin to have a pathway to have more students prepared, or we need to go out and recruit."

Hutchings said that a pathway could be an additional course, related to an elective, that would lead into that elective and could start as early as middle school. "A pathway is just trying to peak interest sooner than later," he said.

Hutchings' contract specifies potential incentive bonuses of up to \$25,000 each year based on completion of five "performance goals," including "student achievement," "performance," "fiscal responsibility" and "personnel management."

However, Hutchings said finances were not a factor in the push to increase class sizes. "It's really about our kids," Hutchings said. "Money can be a factor for anything, but our main priority is to provide every student with a quality education."

Hutchings also said online classes will soon be available. "The goal is to offer more online options so that [counselors] can fit certain classes in students' schedules," Hutchings said. "In the 2015-2016 school year, we will be expanding online options."

Szendrey advised students not to shy away from electives. "At the end of the day, colleges don't want a robot," she said. "They want students who have tried things and found their passions."

**Rite
Ideas**

Without Electives, Shaker loses its Essence

Low enrollment threatens classes that define district

The opportunities in Shaker schools abound.

Unfortunately, the existence of elective courses in the coming years is jeopardized as Superintendent Gregory C. Hutchings, Jr. has expressed concern about low-enrollment courses. Just this year, the Oppression class was not offered due to low enrollment.

Enrollment numbers aren't entirely the fault of an apathetic student body, however. With inflexible schedules, limited resources and bigger class sizes, students enrolled in these courses are finding fewer joys. Study halls and free periods lure potential beneficiaries away. The pure ecstasy of finding what you love in outside of the core classes has disappeared.

Remaining elective classes continue to excite students. Electives such as Greek and Asian Studies are unique to Shaker. Shaker is the only public school in Ohio to offer Ancient Greek. Asian Studies is so distinctive that we invite Beachwood students to enroll as well. The loss of these classes -- which help create Shaker's essence -- would tarnish the district's reputation.

It's more expensive to offer diverse electives; assigning teachers to elective classes

International Baccalaureate requirements. For IB students, the AP exam is optional. To receive International Baccalaureate credit on a Shaker Heights High School transcript, the student must complete IB Internal and External Assessments. To receive Advanced Placement Credit on a Shaker Heights High School transcript, the student must take the Advanced Placement Exam.

SOCIOLOGY

College Preparatory or Honors
Semester I or II

Grade 11/12

1/2 UNIT
No Prerequisite

This course introduces the sociological perspective to students who are curious about the impact of human behavior on society. Topics include: Societal norms, racism, sexuality, morality, deviance, culture, family, parenting, the stages of psychological development, and how to conduct a sociological investigation. The major emphasis is on preparing students to meet the challenges of change in a modern global environment. This course will serve as an excellent introduction to any freshman college sociology course.

CHEMISTRY

Honors
Full Year

Grades 11/12

1 UNIT
Prerequisites:
One unit in Physical Science and
Concurrent Honors Algebra II or higher

Honors Chemistry is designed to meet the needs of mathematically confident students with strong problem solving ability. Introductory inorganic concepts will be presented in theory and mathematically analyzed and applied. This course will help prepare students to take the SAT Subject test in chemistry.

FILM AS ART

College Preparatory or Honors
Semester I or II

Grades 11/12

1/2 UNIT
Prerequisite:
10 English

This course will explore film and, in some instances, television as visual texts so that students may gain a better critical understanding of what they see. Students will be required to participate in class discussion, work in small groups, and write in-depth papers. Additional projects will be required for Honors level credit. These can include the creation of storyboards, film trailer, and screenplays.

means fewer teachers are available to teach required courses. But it's more effective to teach languages and other electives in smaller groups. One-on-one attention is critical in world languages especially. With fewer students, teachers can more effectively tailor instruction to each learner. They can make more comprehensive lesson plans, integrating peer interaction and technology into the learning process.

If Shaker cuts back on elective courses, parents may question why they voted for the most recent levy. Shaker taxes are high, but here, you usually get what you pay for. Elective classes are part of what makes Shaker worth that price; they compel parents to send their kids here instead of to nearby private schools.

Students who decide to take elective classes -- whether on spur-of-the-moment decisions, out of necessity or for the love of learning -- often find that they look forward to these classes the most.

Electives draw students out of comfort zones and offer chances to master unique skills. An unengaged student may take Graphic Design because her counselor urged her to and discover a talent she never knew she had -- a skill she may want to

pursue as a career. Or maybe, an Advanced Placement student enrolled in Asian Studies realizes he should take Chinese, too. Or a theatre student decides that he needs to take Advanced English, his first advanced class, so he can better understand Shakespeare.

So, if you're a student reading this, take elective classes. They're good for you.

We understand that inflexible scheduling, new state requirements, limited financial resources and student interest trends make electives preservation difficult. After all, that's quite the laundry list. On the other hand, we believe that a critical mass of diverse electives is invaluable to the Shaker experience. Part of what makes Shaker special, what defines The Shaker Way, are these learning opportunities and the distinct knowledge Shaker's teachers can convey. Without them, Shaker loses a part of its identity and begins to parallel any other suburban public school. We don't want Shaker to go down that road. Electives are part of the core classes, whether they're labeled so or not. Any Shaker student enrolled in an elective class and any teacher who instructs such a class can say with confidence, "I am Shaker."

Any student enrolled in an elective class and any teacher who instructs such a class can say with confidence, "I am Shaker."

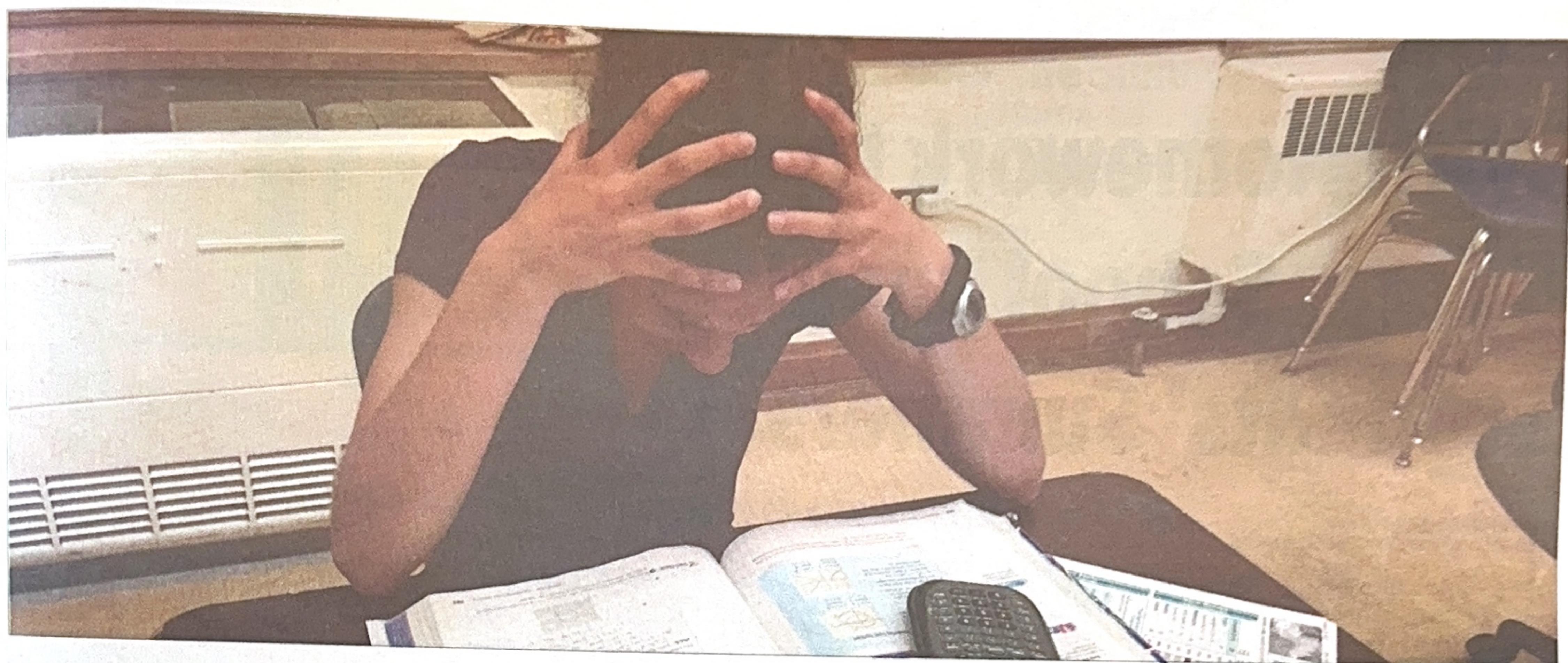


PHOTO ILLUSTRATION BY ABBY WHITE/THE SHAKERITE

Class Tests Unfair During AP/IB Exams

The first two weeks of May, the notorious Advanced Placement and International Baccalaureate testing weeks, can determine a student's academic fate. So much is resting on these external test scores, yet they mostly don't affect your GPA.

But, bomb an ordinary classroom test in the midst of these two weeks, and you're effectively penalized for taking external exams. More rests on these external exams than meets the eye.

The school and the district glorify high scores in AP and IB testing, escalating students' stress during these two weeks. They publish lists of AP Scholars (students who achieve a grade of three or higher on three different AP tests), and of IB Diploma Candidates. And don't forget the "Important College List," a list the district publishes of colleges Shaker graduates will be attending, divided into Ivy League schools, "highly selective liberal arts colleges," "renowned universities" and "many others." Yet, the school also expects continued high performance on classroom tests while students strive to meet these external standards.

According to Karen Slovikovski, high school test coordinator, 400 students took AP tests this year. With that many students trying for college credit, or for scores high enough to secure an acceptance letter, the school should allow exemptions or delays in classroom testing.

During these two weeks, students barely find time to finish their homework, let alone study for classroom tests. If a student underperforms on one of these tests, that score can lower their quarter

grade--even by a letter grade. For students who performed well on tests throughout the quarter, botching one test or quiz during these two weeks unfairly characterizes their learning.

The effects of marathon testing are even becoming detrimental to students' health. Students attempting to study for both regular tests and AP and/or IB tests find themselves losing sleep. Teenagers need about nine and quarter hours of sleep a night, according to the National Sleep Foundation. Missed sleep can limit students' ability to learn, listen, concentrate and solve problems, even causing teens to forget information such as names, numbers, homework or a date with a special person in their lives, according to the NEF. Yet, only eight percent of teens sleep the recommended number of hours, according to the Washington Post.

"It's a general rule of thumb, but as children enter puberty the actual need for sleep is very high, and it stays there until puberty is over and then it levels off into adulthood," said Lee Thompson, chairwoman of the Psychological Sciences Department at Case Western Reserve University. Describing sleep patterns and their importance, she said learning occurs during "dream" sleep or Rapid Eye Movement sleep. "Learning is a permanent process," she said. Inadequate or interrupted sleep hinders this process.

Stress can also interfere with sleep. Cortisol, a stress hormone, is just one benchmark of bodily stress and a lack of sleep, but there are many ways the body responds, Thompson said. "Over time, it wears you down and is part of the reason

With more than 400 students taking these tests at Shaker, such a policy would enhance the district's student achievement lists and diminish the detrimental effects of testing on students' minds and bodies.

why there is a high link between anxiety and depression."

Sleep deprivation combined with stress can cause students to get sick, underperform on tests and become moody.

The school should ban classroom testing during the AP and IB testing weeks for students who take these exams. During that time, AP and IB students are already overwhelmed, combatting physiological and psychological difficulties. We recommend that the school compel teachers to lighten students' classroom load during these two weeks of the semester if Shaker expects students to keep performing to district expectations. With more than 400 students taking these tests at Shaker, such a policy would enhance the district's student achievement lists and diminish the detrimental effects of testing on students' minds and bodies.

Soon it won't just be students facing the results of high-stakes testing. In the next year, government-mandated Common Core tests will be administered in all core subjects, and within a few years, all students will take them. These test results will likely play a part in teachers' performance evaluations and in the district's state rating, as they already do in other states. It's in the interest of teachers and students to lighten the testing burden during high-stakes external testing.

While other area schools don't necessarily have a policy like the one we recommend, Shaker has always been on the forefront of achievement. By implementing this solution, Shaker would be taking the next step toward furthering student achievement.

With Homework to Spare, School Invades Students' Summers

ALEXANDRA HARRIS
AND ELLA SHLONSKY OPINION EDITORS

We've all experienced the anxiety that overtakes us during the last two weeks of August. The realization hits all too suddenly. Summer is coming to an end, and school will be starting in a few weeks. The worst part? You still have summer homework to complete.

We all know the side effects that come with the August Panic. Nausea, dizziness, shortness of breath. Soon, we enter a state of denial, in which one typically undergoes a drastic change, the most extreme being dropping the homework-laden class all together.

Last year, as rising sophomores, we were faced with annual task of APUSH summer reading. Six textbook chapters, four essay outlines and three chapters into a supplemental reading, we felt like the colonists venturing into the New World, scared and alone.

With little guidance and a daunting amount of work, many of our peers considered dropping the class, even before the school year began.

"It was a lot of work, and pretty intimidating," said sophomore Ella Bal. "I think it's important to get a base for your upcoming class, but sometimes they give too much work over the summer, which is supposed to be for relaxing."

So if summer is meant for relaxing, and this work only adds stress, why is there a need for summer homework?

AP World History teacher Amanda Ahrens assigns her students mapwork, the first chapter in the textbook and roughly 150 pages of "Guns, Germs, and Steel" by Jared Diamond to complete over the summer.

"I do think that you have to do something over the summer, especially if it's a college course," Ahrens said. "I just want the kids to start thinking and be ready on that first day, as opposed to not knowing anything or not really understanding what the class is about, so at least I know that at least a day or two before they're in school mode again. I think it makes the transition easier for everybody involved."



CHARNA KATZ/THE SHAKERITE

However, Ahrens isn't the only teacher requiring summer homework for her course. For example, the English Department requires summer reading to be assigned for all classes, meaning every Shaker student has at least one significant assignment over the summer. As for AP courses, the required work becomes increasingly tedious. For example, AP U.S. History students must complete the first six chapters of their textbook, "The American Pageant," and three more chapters in a supplementary reading.

The work paid off for APUSH student Bal.

"I think reading over the summer gave me more time to complete the work and showed me what was to be in store for the rest of the year," Bal said. "The time defi-

"I think it's important to get a base for your upcoming class, but sometimes they give too much work over the summer, which is supposed to be for relaxing."

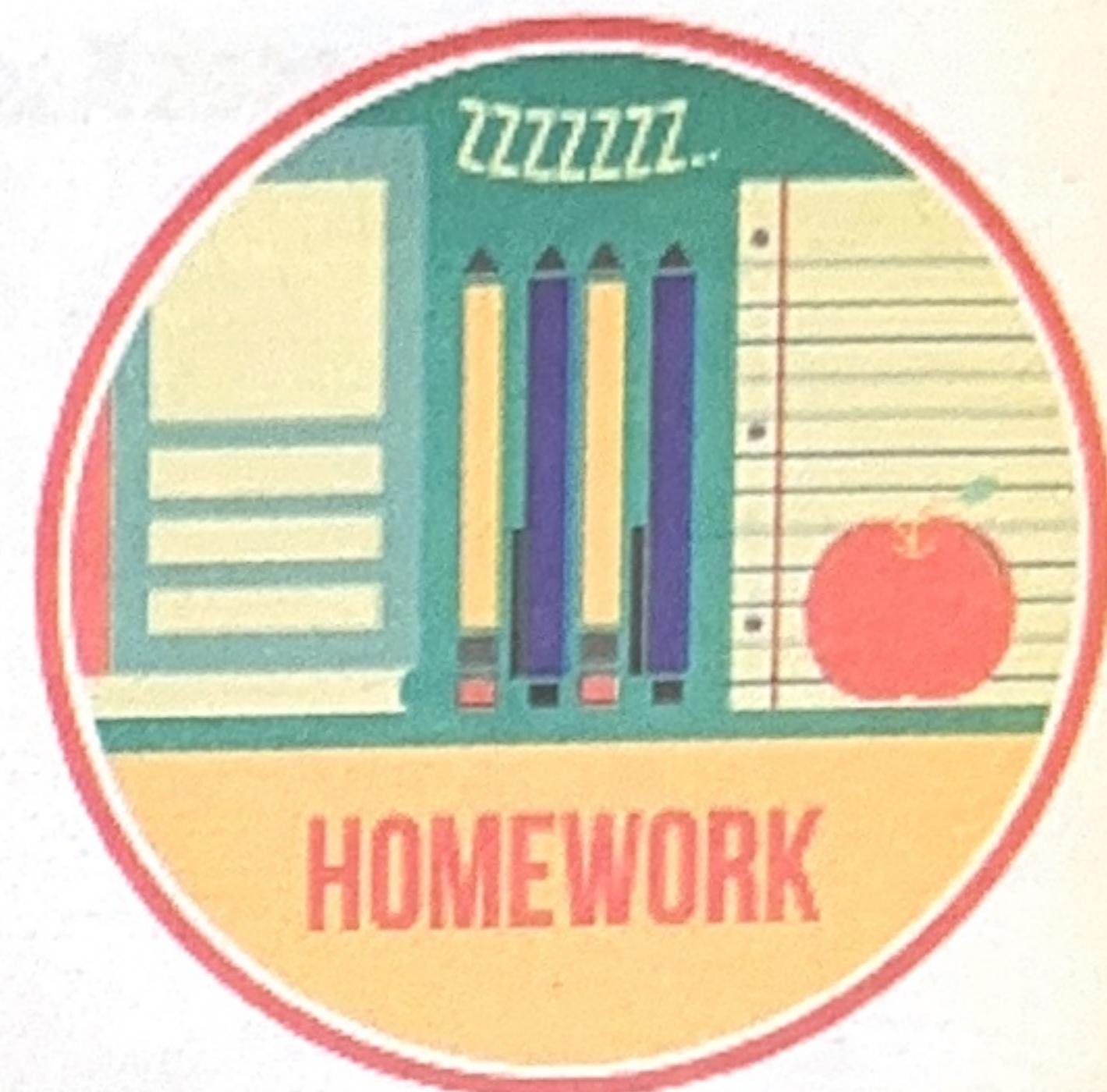
ELLA BAL

nitedly helped me prepare myself."

AP Economics students, however, are expected to watch two documentaries and take graded notes on each. Although this change of pace is refreshing for students fed up with reading, it's unsure if it proves equally beneficial.

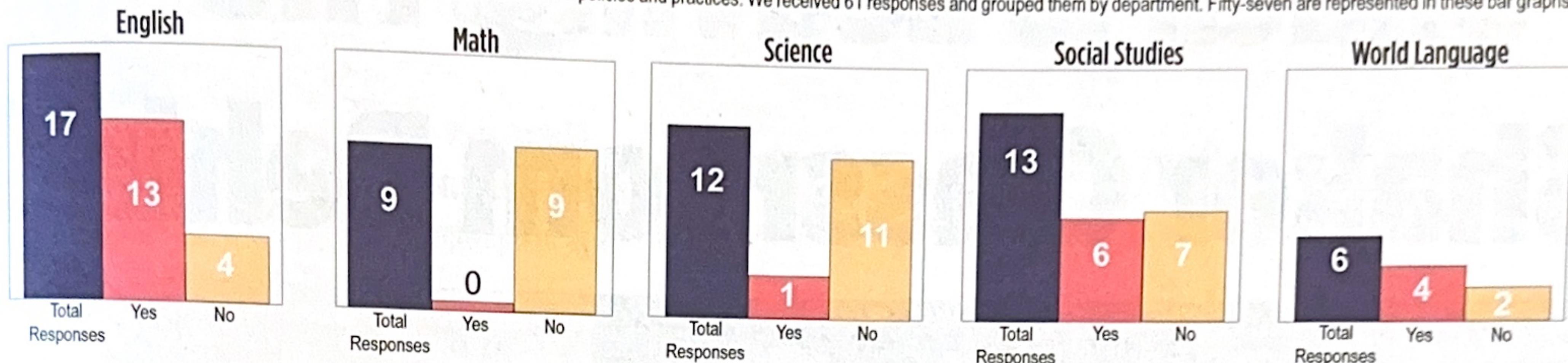
"I do think kids need to read more. I think that a tendency now is to not read, so I hesitate moving to all movies or documentaries because I think that sitting down with a book is something that is valuable, and you're going to have to do that in college," Ahrens said. "For me, summer reading is like two parts. For one, it's to show you the rigor of the class, and also, two, to spark your interest."

But whether reading more than 100 pages of a textbook and taking notes on the



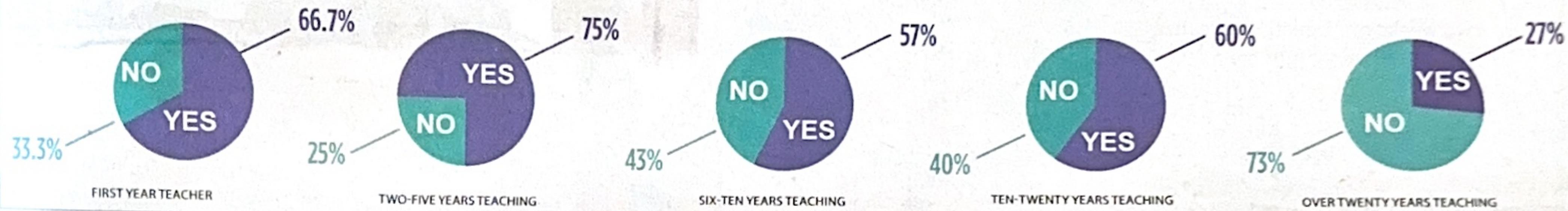
What Classes Assign Homework Over The Summer?

We sent surveys to all SHHS teachers asking about their summer homework policies and practices. We received 61 responses and grouped them by department. Fifty-seven are represented in these bar graphs.



Did Your Teachers Have Summer Homework in High School?

We asked teachers if they were assigned homework over the summer when they were high school students. We organized their responses according to how many years they have been teaching. Of the teachers who indicated that they did receive summer homework assignments, nearly all said those assignments were limited to reading a novel for English.



material really sparks students' interest is debatable.

Sophomore Max Markey, who will be starting the International Baccalaureate Programme next year has to read two books for IB Theory of Knowledge, two for English, and watch documentaries for Economics.

"I think it depends," Markey said of his interest in summer work. "There are some classes, especially AP and IB classes, where you do kind of need it to get started and introduce the material before the year starts. With the Econ [documentaries] it should be interesting, but for the most part it'll be horrid."

In fact, some students are so uninterested in the information and unprepared for the rigorous course they signed up for that they wind up dropping it within the first couple weeks of the school year, if

not before. So to what extent does summer work double as a weeding-out tool for unprepared students?

"I want to get away from that [summer work as a weeding out tool], but I do think the class is a huge jump for some kids, and it's important to understand what is going to be asked of them," Ahrens said. "It's a preview of what they're going to encounter, so what's better? That they don't see it beforehand, or they do see it and do find it intimidating. Personally, I think the latter is better."

Although intimidation and an overwhelming workload is often the case, some students drop advanced classes for other reasons. Junior Bess Aronoff ended up dropping APUSH only halfway into the first quarter of her sophomore year because she did not feel she was getting sufficient direction for the course.

"For me, summer reading is like two parts. For one, it's to show you the rigor of the class, and also, two, to spark your interest."

AMANDA AHRENS

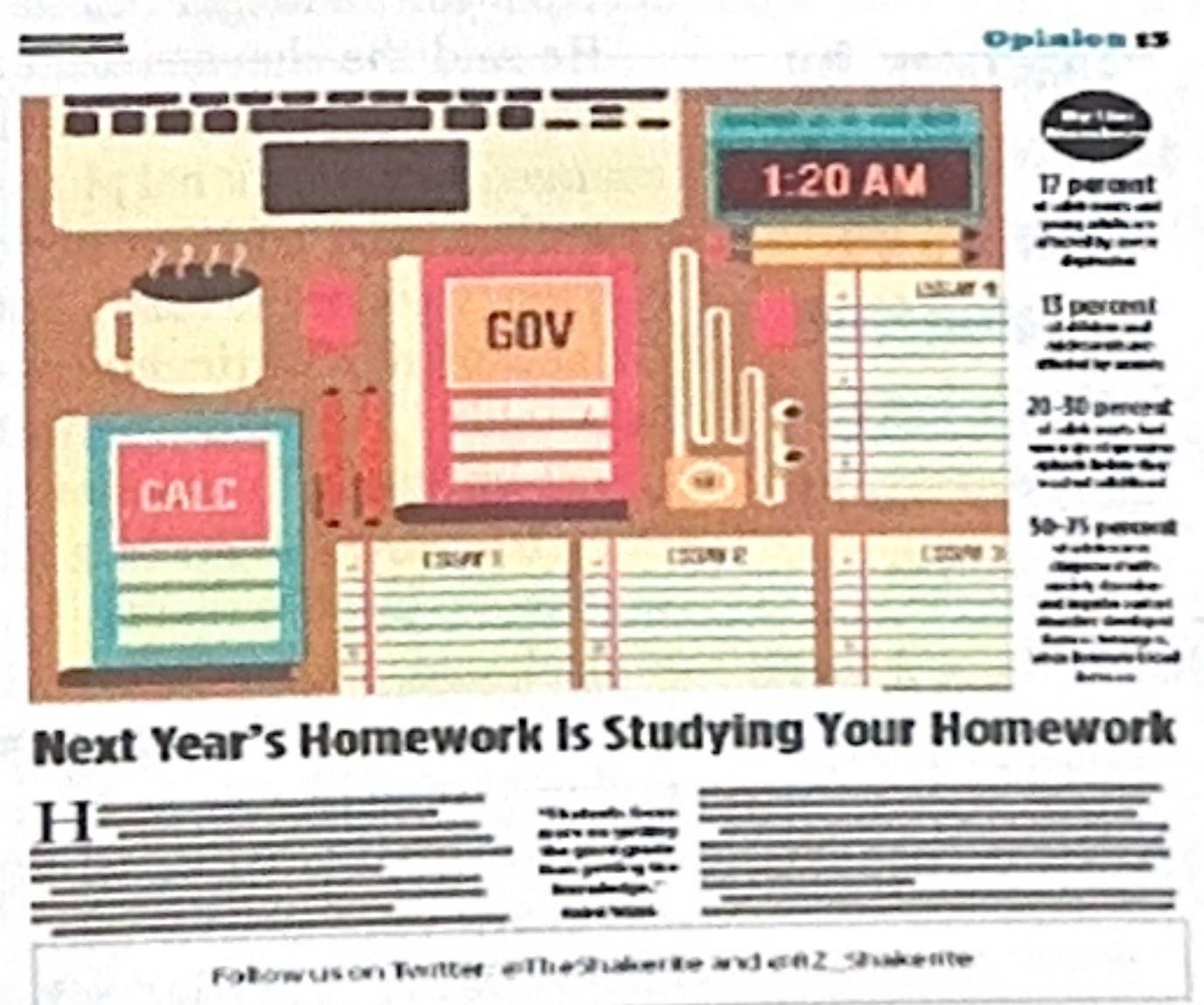
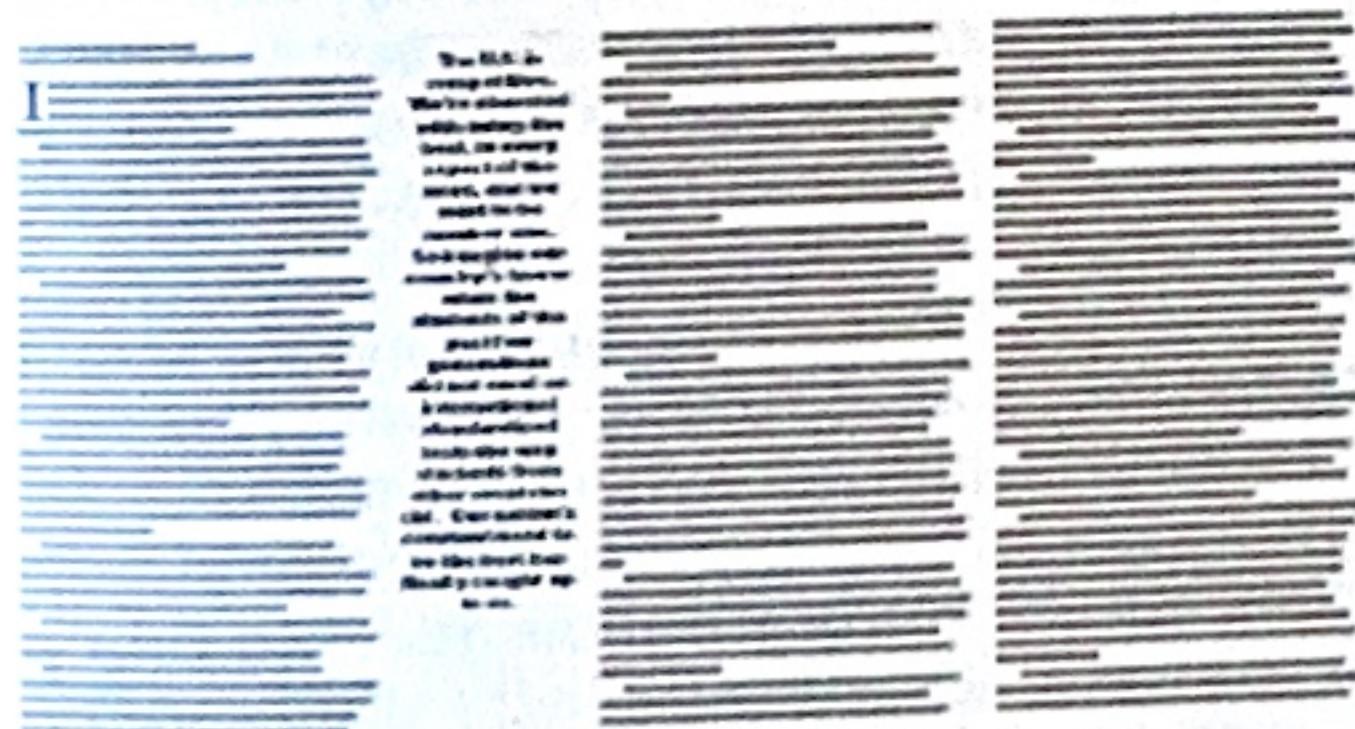
"Because APUSH is the first AP class that people take, that summer homework is hard because there's no guidance. You're just handed over a textbook and sort of forced to figure it out yourself," Aronoff said.

But what happens to all those students who toughed it out and completed the rigorous course? According to College Board, although the total number of AP tests taken by each high school class more than doubled from 2002 to 2012, AP test scores have been dropping rapidly in recent years. The overall pass rate dropped from 61 percent for the class of 2002 to 57 percent for the class of 2012. In fact, the class of 2012 failed about 1.3 million AP exams during their high school career.

So at the end of the day, after all AP tests have been taken and forgotten, how much did that summer homework really help?

How Much is Too Much?

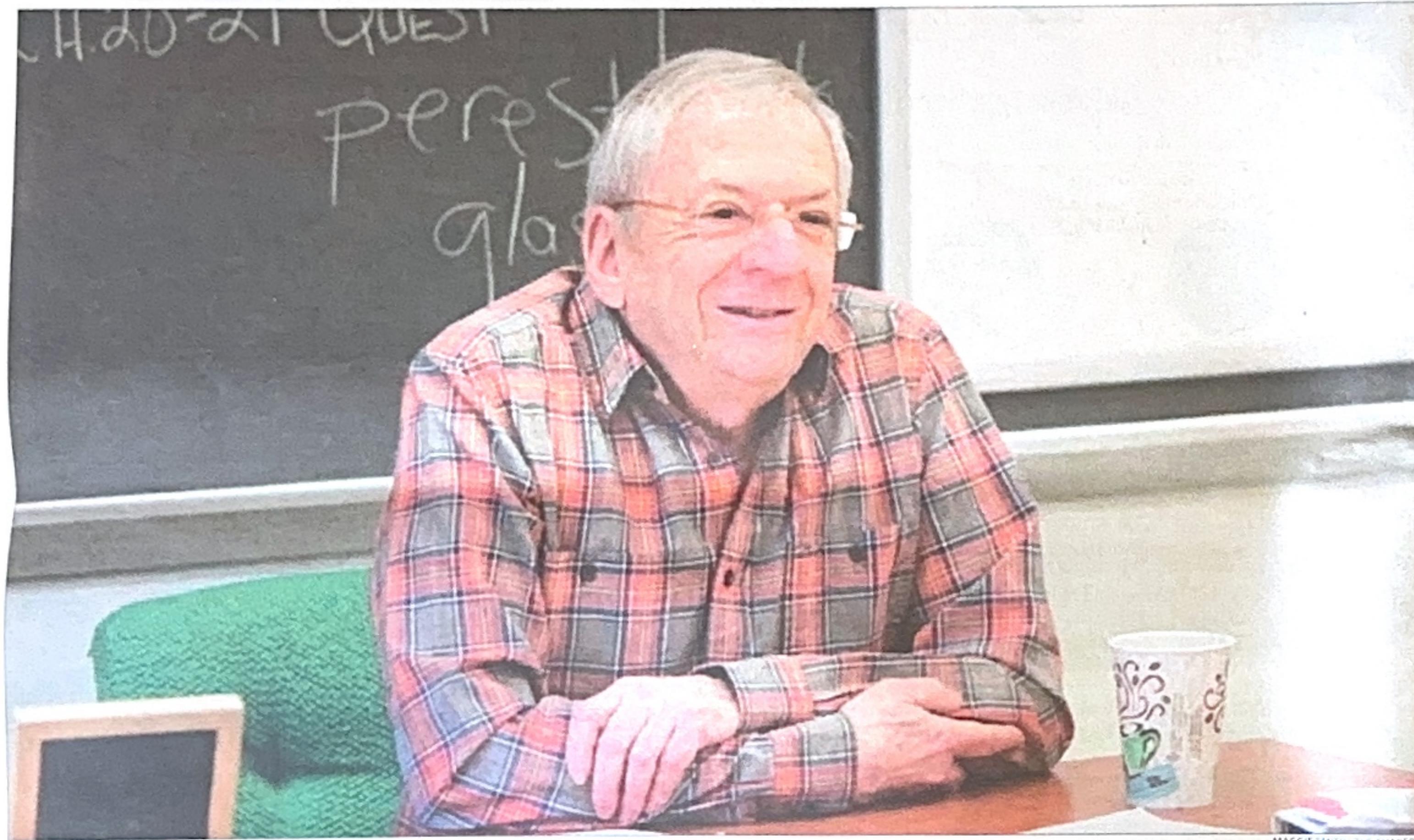
American students now do twice as much homework as they did in 1982, and the burden is taking a toll



How's Your Homework? We Want to Know

In the April 25 edition of The Shakerite, we launched a yearlong investigation of homework – what it is, how much there is (or should be) and how it affects everyone at school. We began with a look at a California school board member who proposed the abolition of homework in 1995, and how homework load has doubled for children aged 6-17 since the 1980's. Increased stress, anxiety and depression have accompanied that trend. This issue, we take a closer, timely look at summer homework assignments, and next year we will examine the nature of homework assignments, as well as sleep deprivation, stress and anxiety. By next April, we hope to give you a full evaluation of homework. Have questions, comments, or want to get involved? Email shakeriteserver@gmail.com, and watch for the homework logo in print and at shakerite.com.

Pollack is Leaving The Shaker Classroom Behind



MAGGIE SMITH/THE SHAKERITE

In all his years at the high school, Terrence Pollack has never sent a referral to an assistant principal. He credits this to his effort to empathize with students. Every day he observes how his students are feeling in the hallway.

50 years later, Pollack reflects on career, shares advice for teachers

JOHN VODREY WEB MANAGING EDITOR

I'm probably the oldest teacher in the state of Ohio," social studies teacher Terrence Pollack, 75, joked.

Pollack began teaching at the high school in 1964 after a three-year stint at East High School in the Cleveland Metropolitan School District.

Why retire now? Pollack said he has realized that there is a lot more of the world left to enjoy in retirement, but also points to "a number of changes in education which I'm not sure are for the best. And sometimes you

"Teachers, by nature, have to always be irritated that today's lesson was not good enough. Tomorrow's have to be better."

TERRENCE POLLACK

feel like you no longer belong."

He said the changes are not limited to increased testing and that the government has changed its educational philosophy.

Pollack said early in his career, teachers had the "freedom to teach. You were given the

framework of a curriculum and you were basically told to teach that curriculum based upon your own strengths, your own personality."

"All kids basically want the same thing.

They want opportunity, they want to learn, and I also think they want to be in a classroom where there is spontaneity and creativity,"

Pollack said.

"We're now caught in a framework where we have to prove ourselves based on testing,"

Pollack said,

adding that this limits creativity.

He said this over-burdensome state and federal government interference began with the 2001 No Child Left Behind Act.

Pollack emphasized his love of students.

Of his time at East High School, Pollack said:

"Those kids were just as wonderful" as Shaker

students. When he started teaching at Shaker, Pollack said, he "realized there really wasn't a whole lot of difference in the kids," and that stereotypes of inner-city kids and suburban kids in wealthy families were incorrect.

"All kids basically want the same thing. They want opportunity, they want to learn, and I also think they want to be in a classroom where there is spontaneity and creativity,"

Pollack said.

Pollack proclaimed his love of teaching.

"It's a wonderful profession," he said. "It's the only profession I've ever known that you basically get paid for having a good time. Therefore you never consider it work."

The job of the teacher is sort of the job of a camp counselor," Pollack said. "You develop your classroom as a cabin and give the kids

a sense that we can work together and learn together and enjoy one another."

Pollack suggested that teaching has a bad reputation. "No one ever says to a doctor, 'When are you retiring?' No one ever says to a lawyer, 'When are you retiring?' All my friends say to me, 'When are you leaving?' as if this is really a horrible place to be. It's not. It's a cool place to be."

Pollack said teaching is "the one of the few professions in the world where you can't ever sit back. You always have to be on top of the game. If you go to a bad movie, you can walk out. If you go to a bad class, you're forced to stay. You're called a delinquent if you leave.

"We have to understand that part of our job is to entertain the kids so that they want to stay with a script called subject matter."

When Pollack feels he has failed to entertain his students, he lets them know. "Every once in a while, I teach a lousy lesson. At the end of the lesson I always apologize to my students. I say, 'Man, this lesson really was bad. I'm so sorry. Tomorrow, I'll try to make it better,'" he said. "Teachers, by nature, have to always be irritated that today's lesson was not good enough. Tomorrow's have to be better."

Junior Allie Jeswald took Pollack's Human Relations class this year.

"He's a very good teacher because you can tell he loves what he does. I think that's really important," she said. For this reason, Jeswald said Pollack was good at motivating students in her class. "When you can tell a teacher doesn't want to be teaching, it's really discouraging to students," Jeswald said.

Pollack said teachers should should "convey to kids that you're here because it [the school] is a wonderful place to be . . . Kids really respond to staff who care. Kids respond to staff who say 'please' and 'thank you.' Kids respond to staff who don't yell."

Pollack shows how much he cares for his students by waiting in the hallway between periods to "see my kids as they're coming into the classroom." He said he has done this every day since he began teaching to observe "How are they today?", "Who can I call on today?", "Who's in a bad mood today?"

In all his years at the high school, Pollack has never sent a referral to an assistant principal. He credits this to his effort to empathize with students. He said it's important for teachers to realize that even if they disagree with students, they "can still live in a world together."

He said he "was hired to teach the lowest level classes because they presumed because I came from the Hough area [of Cleveland where East High School is located], I could only teach the lower-level kids." Pollack has consciously only taught one AP class — U.S. History — and all the rest CP. "I don't believe that it is correct for a teacher to teach only upper-level classes," he said. "You get a skewed view of the school. It's important for all kids to have good teachers."

"Some people give Shaker a bad rap," Pollack said. "They don't see it the way it really is. They don't see it as a mini university with multiple offerings in every department. The

By the Numbers

75 years old:
Terrence Pollack's
retirement age

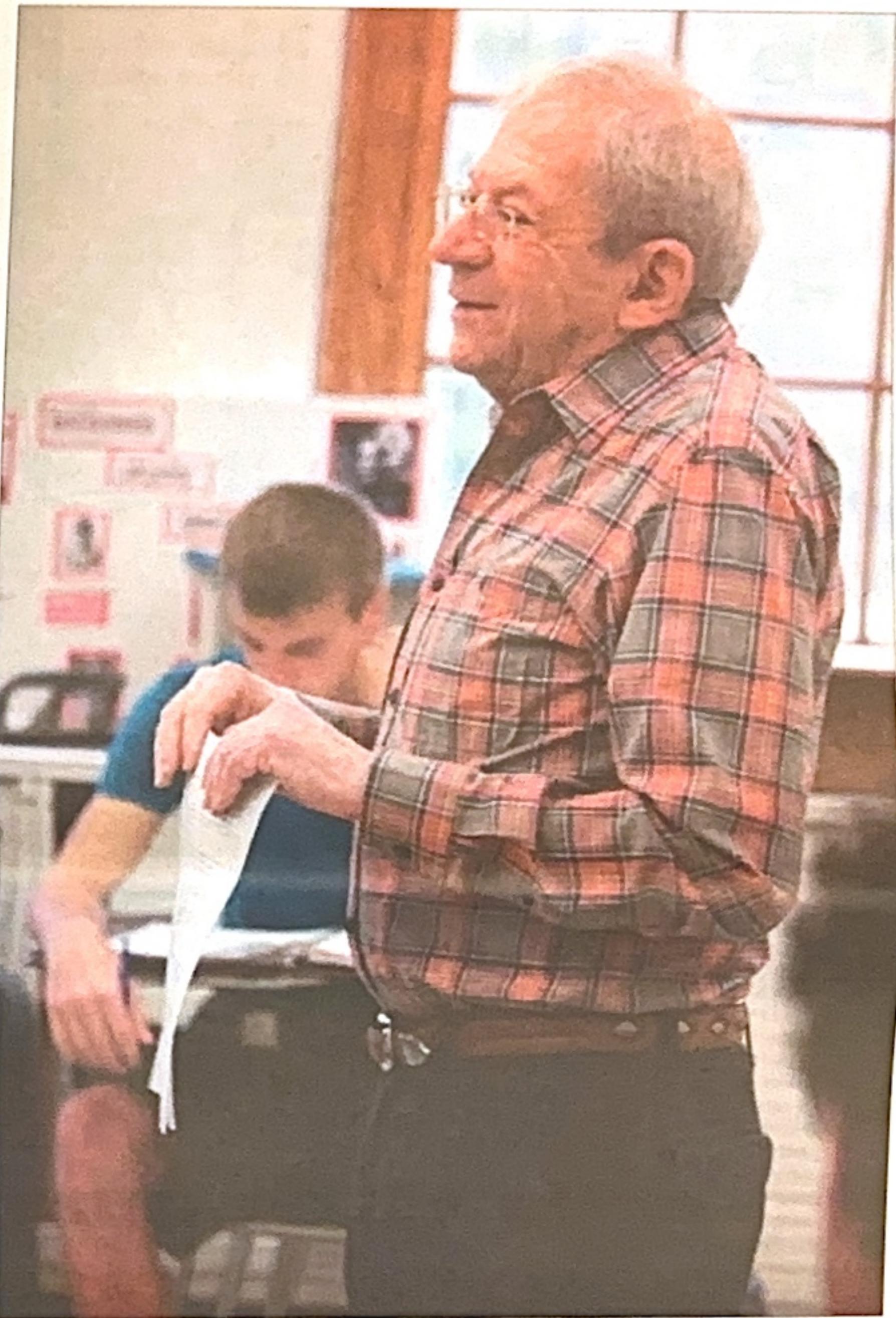
59 years old:
the national
average teacher
retirement age

9 presidents have
served during
Pollack's career
at Shaker,
starting with
John F. Kennedy

The district has
passed 20 levies
during Pollack's
Shaker tenure

In 1964, when
Pollack began
teaching at
Shaker, The
Beatles achieved
their first No. 1
hit in America,
starting the
British Invasion

Pollack has
taught 45,000
students during
his lifetime



MAGGIE SMITH/THE SHAKERITE

Terrence Pollack began teaching at Shaker Heights High School in 1964, after a brief stint at East High School in Cleveland. opportunities for kids here are enormous. Shaker has to do a better job of selling itself image-wise" in order to keep attracting families.

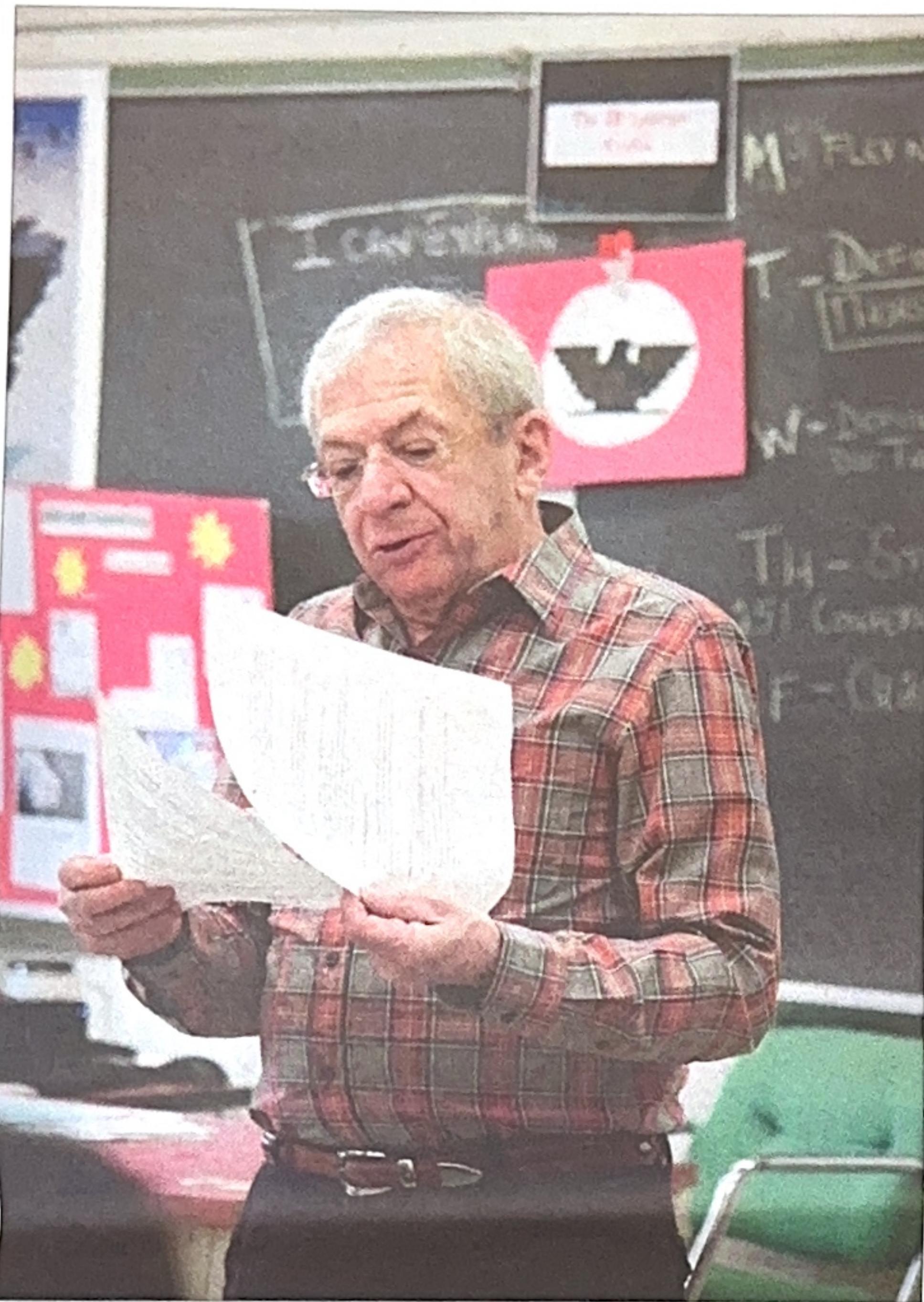
He believes the high school's image is mired by state report card grades and national high school rankings. He pointed out that districts with as much socio-economic diversity as Shaker schools typically don't perform as well in these measures, as the district emphasized during its levy campaign and when the state released its report card. Pollack said the district should invite news organizations to cover more positive developments in the schools and purchase ads in newspapers.

Pollack also wishes the district had asked

voters for a bigger levy to increase teacher salaries and the level of technology in the schools and provide low-income families with computers or tablets.

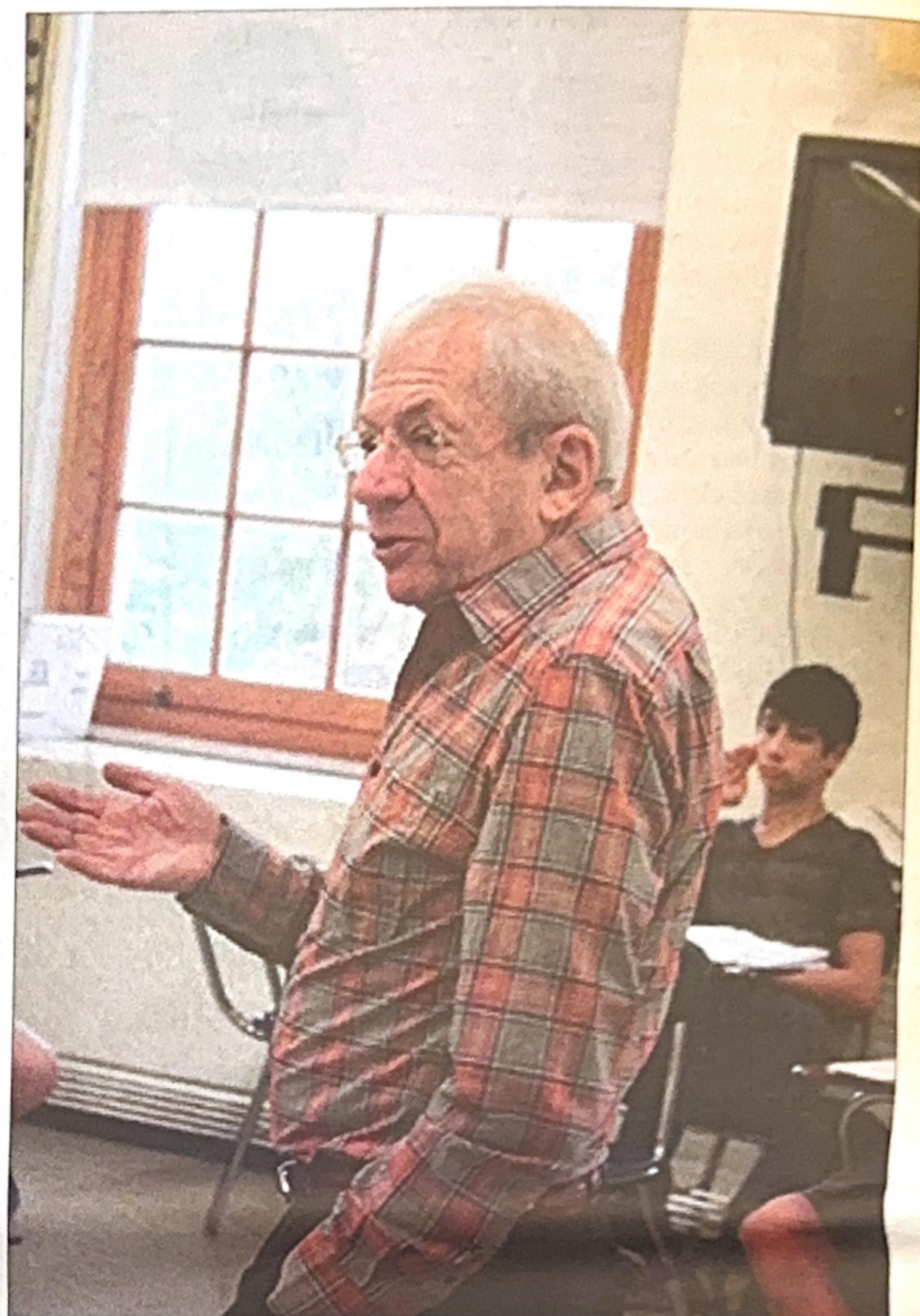
In addition to the negative report card grades and rankings, Pollack said people also see the increasing number of African-American students as a negative trend. "Just because there's been a racial change doesn't mean there's been a drop in the quality of kids in the school. That's a stereotype that must be defeated not only in Shaker, but in the U.S.," he said.

Pollack said of the eastern inner-ring suburbs of Cleveland, the "Shaker [school] district is one of the only true success stories"



MAGGIE SMITH//THE SHAKERITE

Terrence Pollack estimates that he has worked with "well over 45,000 young people" through teaching, the Association of Reform Zionists of America, the Anti-Defamation League, the North East Lakes Federation of Temple Youth and The Agnon School.



MAGGIE SMITH//THE SHAKERITE

because of its ability to effectively teach students who exhibit a wide variety of needs.

Pollack did mention one high school trend that he would like to see reversed: a diminishing level of school spirit. Pollack said the school used to have a dance every Friday night, teachers used to run a carnival in between semesters and the social studies department had monthly assemblies to educate students and faculty on current events. "There was a sense far more that it was a fun place," he said.

In addition to his long teaching career, Pollack has an impressive number of accomplishments outside of the walls of school buildings.

He left teaching for seven years in the 1970s to host a syndicated educational TV show for the local PBS station, WVIZ. He compared the show, which covered everything from organic foods to Congress and the Supreme Court, to the CBS newsmagazine "60 Minutes."

Pollack has also been active in the Jewish community, directing the Association of Reform Zionists of America, a pro-Israel advocacy group, for seven or eight years, and the Anti-Defamation League's A World of Difference program for five years, which develops training programs to "confront racism, anti-Semitism and all other forms of bigot-

"Terry has an endless energy that is addictive, boundless curiosity, and absolutely no fear about experiencing the unknown. He is, bar none, among the most insightful and engaging teachers I have ever seen."

MICHAEL GRIFFITH

ry" according to its website. Pollack started working for the Anti-Defamation League in 1995 when he retired from full-time teaching and started teaching part time.

For the past nine years he has served as director of general academics and middle school coordinator at The Agnon School, a private Jewish school in Cleveland. He has also volunteered time on weekends as a regional director of the North East Lakes Federation of Temple Youth, a Jewish youth group, for almost 30 years.

Pollack assisted then-Case Western Reserve University Professor David Van Tassel in brainstorming ideas for National History Day before Van Tassel started the competition in 1974 in the greater Cleveland area. Every SHHS student enrolled in AP U.S. History is now required to complete an NHD project.

Pollack said he also came up with the idea of after-school study circles at Woodbury, the middle school and high school to give students additional instruction for high-level courses. Working with Principal Michael Griffith and English teacher Paul Springstubb, Pollack created Asian Studies, an after-school course that covers the histories and cultures of India, China and Japan, usually with an annual international trip to a sister school for cultural immersion. The

course is offered to Shaker and Beachwood students. He also created Oppression, a course that primarily studied slavery and the Holocaust. Too few students signed up for the course for it to continue this year.

In all, Pollack estimates that he has worked with "well over 45,000 young people" in his lifetime.

"When I think about the gift that Terry Pollack has been to Shaker Heights High School, and the lives of countless others, I can't help but smile," Griffith said in an email interview. "Terry has an endless energy that is addictive, boundless curiosity, and absolutely no fear about experiencing the unknown. He is, bar none, among the most insightful and engaging teachers I have ever seen."

"Whether standing in front of a class, or in the authentic moments on the back roads of China, Japan or India, we have all been touched and challenged by Mr. Pollack's wit, humor, his keen intellect and masterfully articulate thoughts about people and the world around us. He will be greatly missed, but his influence remains here through the many programs he helped establish to close the achievement gap, build cultural competency, and teach us about understanding humanity and the global perspective," he said.



Senior Tiara Sargeant won the Princeton Prize in Race Relations from Princeton University for her program that connects inner-city and suburban youth. As part of her award, she received a free trip to a symposium on race relations at Princeton University. Here she is pictured with this year's 23 other recipients.



TIARA SARGEANT

Bridging Gaps to Improve Race Relations

Senior Tiara Sargeant's passion, efforts earn Princeton Prize

ANABEL MCGUAN SPOTLIGHT EDITOR

Tiara Sargeant is building bridges.

In April, the senior was one of only 24 students nationwide -- and the only Ohioan -- to earn the Princeton Prize in Race Relations. Princeton University recognized her for her effort "to increase understanding and mutual respect among all races."

"When I won, I honestly didn't believe it," Sargeant wrote in an email. "I cried and then came back to reality. It was a honor to be awarded for my works. Everything that I do is because I absolutely love to; I don't expect any recognition. For Princeton University to recognize me for my works in race relations was an honor."

The prize is awarded annually to high school students from a field of hundreds who have participated in a volunteer activity that has had a significant, positive impact on race relations in their community.

Sargeant earned the prize for creating a program called Building Bridges, which connects inner-city students from Cleveland's Miles Elementary School with Shaker students for mentoring and tutoring.

"Building Bridges' overall goal is to bridge the gap between inner-city youth and suburban youth," Sargeant said.

"This program focuses on creating connections and passions," Sargeant said. "This curriculum starts first semester at an inner-city school. The inner-city students are tu-

tored and mentored in various aspects of their lives.

"During the second semester, they are asked to create a exchange between themselves and a suburban school district. After the exchange, each group is expected to create a service learning project that reflects their passion and their exchange," she said.

One of the award's eligibility requirements was a supporting statement from an adult. Student Group on Race Relations adviser Molly Nackley was eager to fill the role.

"Building Bridges is a great program. It brings together diverse backgrounds and expands their views. Diverse friendships that you can form in groups like this are so important," Nackley said.

Sargeant is a CORE leader in SGORR. She also participates in MAC Sisters, the Superintendent's Student Advisory Committee and Student Council.

"I believe in her, and I believe in what she does," Nackley said. "Her passion for social justice is unparalleled."

Sargeant is not entirely sure what sparked her passion for race relations, but her desire is fueled by everyday occurrences such as the "polarization in the cafeteria."

Sargeant is optimistic about the future of race relations, especially here in Shaker. "We have all the resources around to solve the issues. What I want to achieve is letting students -- especially minority students -- become connected with these resources."

Nackley said Sargeant spearheaded the community SGORR group. "She brought us into the community more," said Nackley. "She's grown a lot even this year."

"This program focuses on creating connections and passions."

TIARA SARGEANT

Sargeant enjoyed her time with Nackley as well. "Molly has seen me try to connect people in various manners, which is the overall goal of Building Bridges," she said.

Sargeant enjoyed meeting other prize winners at Princeton University in New Jersey during a symposium on race relations, which she attended April 25-26 as part of her award. The symposium attendees included local high school students, Princeton students, alumni and faculty.

"The symposium was amazing," Sargeant said. "I met a ton of people with similar interest but totally different backgrounds."

Besides Building Bridges, Sargeant also wrote and circulated a petition in March seeking more minority teachers in the district. Another goal of the petition was for Assistant Principal Eric Hutchinson to read names at commencement -- the only part of the petition to be fulfilled so far.

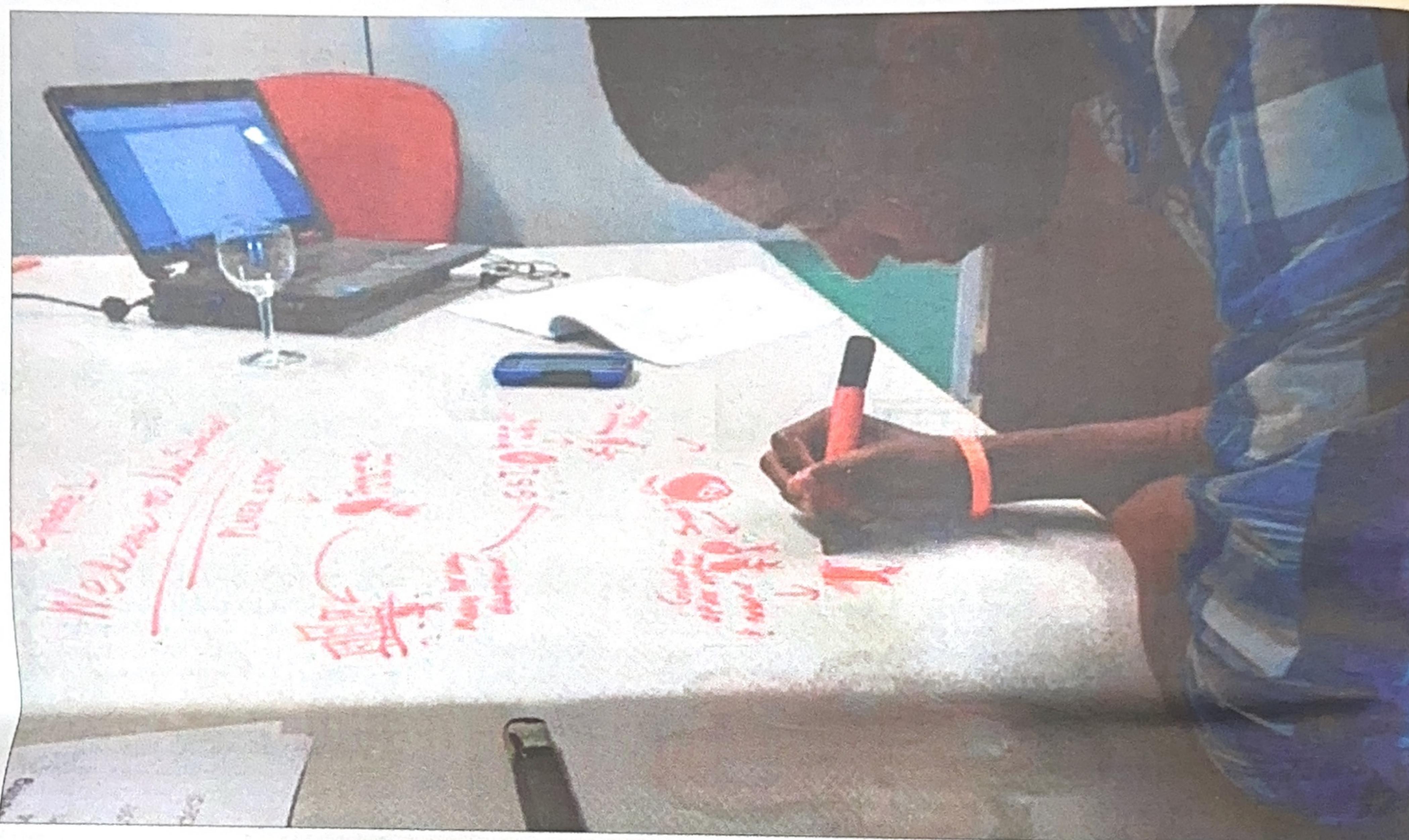
Sargeant was pleased with the petition's results. Superintendent Gregory C. Hutchings, Jr. and Assistant Superintendent Marla Robinson met with her and her co-authors of the petition. "The meeting assured me that Dr. Hutchings has truly taken the time to understand the retention rate of minority teachers and administrators in our school district," she said.

Sargeant plans to continue her work with race relations after high school, beginning with her senior project with the Shaker Heights Middle School Scholars program.

"Tiara is an amazing young woman," Nackley said. "I think of her as my colleague, not my student."

Nora Spadoni contributed reporting

Finding Vision in Video Games



CLIFF SUZGAR/SHAKERITE

Sophomore Davionne Gooden works on the plot for a video game he is designing May 24. He does most of his work at LaunchHouse, an institute for startup businesses, like Gooden's, in Cleveland. He plans to sell his two most recent video games, "The Bravest Four" and "Office Adventures," in July, and plans to make a career in video game design.

Sophomore game designer, with LaunchHouse help, will soon sell work

NORA SPADONI SPOTLIGHT EDITOR

Forget Nintendo and Microsoft: sophomore Davionne Gooden designs video games in his very own bedroom, available at no cost to you.

Gooden first encountered video games when his dad bought him a Game Boy Advance.

"I lost the Game Boy," he said, but still "got really into video games."

Four years ago, Gooden downloaded RPG Maker VX, the software with which he created his first video game, "Last Fantasy."

Gooden recalled this first attempt. "It was really bad," he said. "Everything in the game was terrible."

However, since 2010, Gooden has released 10 games and created 50. He has his own website, zeveregames.wordpress.com, and a place in this summer's highly selective LightHouse Entrepreneurial Accelerator Program at LaunchHouse, an organization based in Shaker Heights that fosters startup companies in Cleveland. The LaunchHouse

LEAP program is a six-week summer opportunity designed for high school entrepreneurs who want to turn their ideas into real businesses.

"The Lighthouse Entrepreneurial Accelerator Program equips some of the most talented Northeast Ohio students with the tools needed to transform a good idea into the next great small business," said Sen. Sherrod Brown told LEAP students who gave the first public pitches of their projects August 2013.

Video games change "the way you look at life," Gooden said. "I've become a lot more optimistic ... but open to the ways of the world."

Specifically, Gooden said "the fact that some of these themes and mischief can reach a wide audience of people and impact them" brings him joy.

He cited a game he did not create, "Bioshock Infinite," as an example of his open-mindedness. "It dealt with . . . choices in life -- in the end if they matter and if you're the one who actually decides those choices," he said. From this, Gooden said he learned a lot about fate and how to apply it to his own games.

"Fate, in a nutshell, is one of the things I've been tackling in games. My perspective on it is you have

choices but . . . they're skewed in a way. It depends on environment for if you have authority over you," he said.

Philosophical matters aside, Gooden summed up his attraction to video games. "They're just really fun," he said.

He uses PCs for his work, and said he has 10 to 12 video game consoles. He releases his games by uploading them to the Internet and sharing a link on Facebook and on his website. Gooden does not charge for downloads.

He said his games are also mostly "2D top down," which means that to the player, they appear to be on a two-dimensional plane from a bird's eye view.

"People in school play my games . . . mostly close friends," he said. "I might have one [player] in Japan."

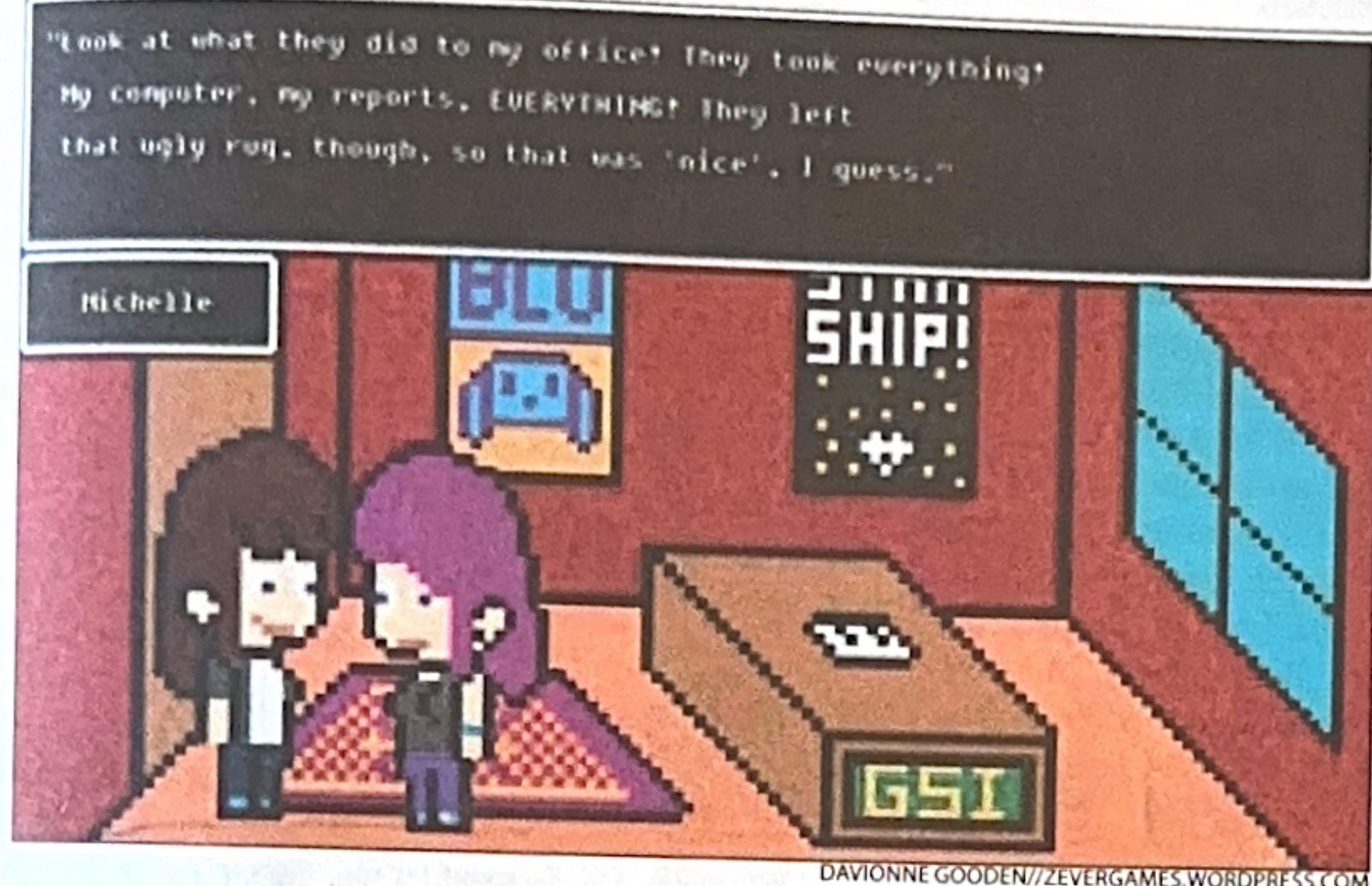
Sophomore Kelsey Jones is a fan of Gooden's. She does not play his games, but edits their scripts.

"Depending on when [the game] takes place, he wants to know if [the language] sounds accurate," she said. "It can be off."

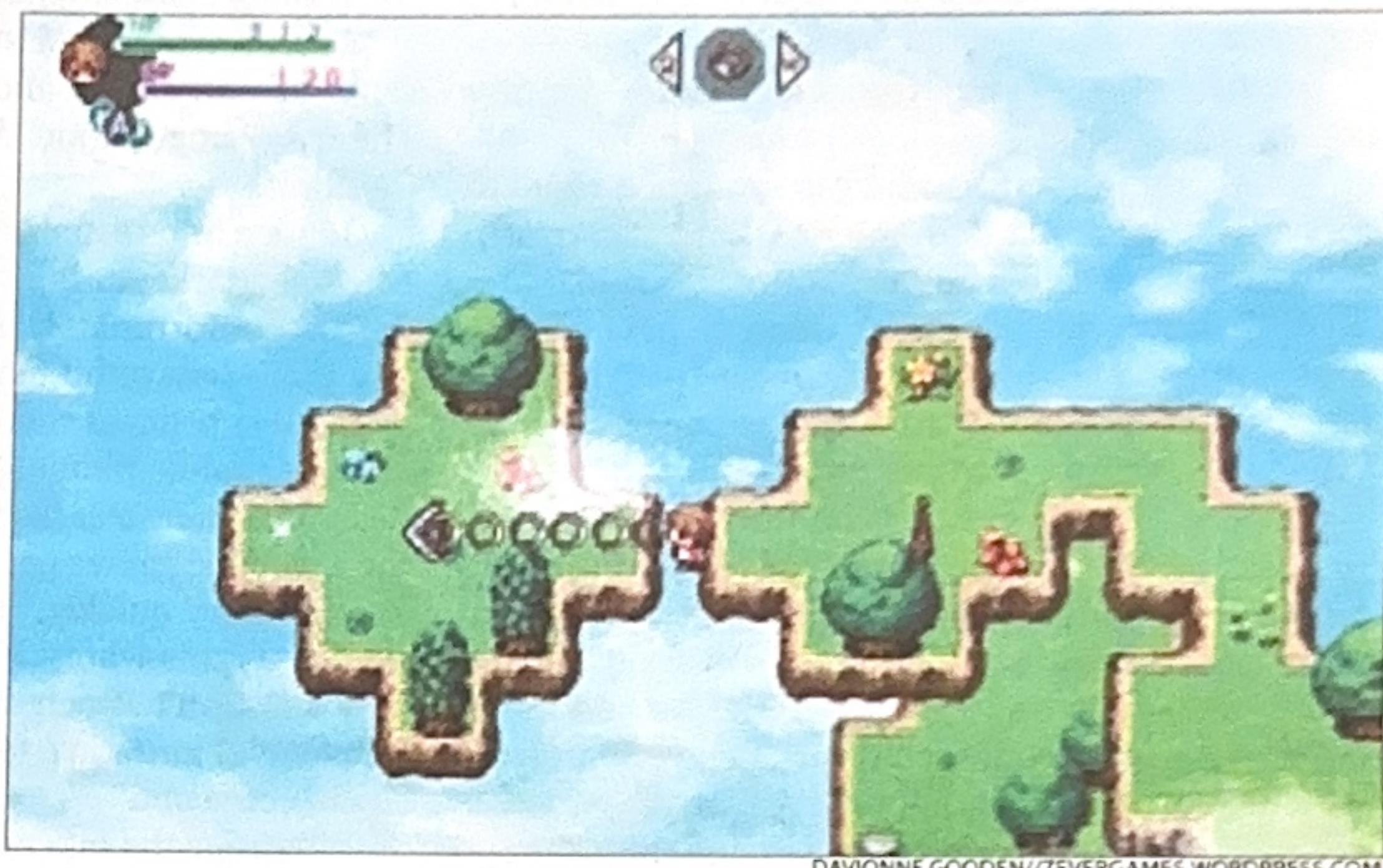
However, Jones described Gooden, who is a MAC Scholar, as "neat and organized . . . he's very talented."

Gooden's Games Display Variety of Styles

Screenshots from Gooden's games show he uses many styles, from the more cartoonish figures in "Office Adventures" (top left), to the realistic, other-worldly being in "Starlight Adventure" (bottom right). Gooden's soon-to-be-released "The Bravest Four" is displayed top right. A screenshot from "Super Rope War," is displayed bottom left.



DAVIONNE GOODEN//ZEVERGAMES.WORDPRESS.COM



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DAVIONNE GOODEN//ZEVERGAMES.WORDPRESS.COM



DAVIONNE GOODEN//ZEVERGAMES.WORDPRESS.COM

"He's always so creatively smart," she said. "I don't know how he does it."

Gooden called his games "not exactly" popular. "I don't talk about it that, that much," he said.

"He's self-conscious about his games," said Jones, "but they are enjoyable."

This July, Gooden hopes to release two commercial role-playing games, "Office Adventures" and "The Bravest Four," which he will market on Facebook and Reddit. Both will likely cost \$14.99.

"The Bravest Four" I have been working on the longest, since last summer," said Gooden. "It's about four college students who are trying to find out what's inside an underground bunker."

Screenshots of "The Bravest Four" show colorful cartoon figures interacting with magic on each level of their fantastical journey. In the end, they manage to unlock the underground temple, but learn that "some secrets should stay secret," as Gooden states on his website.

"Office Adventures" is about this group of game

developers," Gooden said. "The game is wacky adventures, and hilarity ensues."

Gooden admitted to some apprehension about these games' debut.

"I have no idea how well these games are going to do when they're released," said Gooden. "I'm really scared and I'm really stressed."

For his most stressful times, however, Gooden turns to theater. He participates in Shaker's Theatre Department. "Theater relaxes me," he said, "even if it's just temporarily."

"I really enjoy every aspect of it -- being around friends, being productive and feeling appreciated," he said.

Gooden cited fantasy games such as "Final Fantasy" and the "Legend of Zelda" series as inspiration for his own creations. He does not prefer shooter games such as "Call of Duty," which he said "there is too much of."

"My games have violence, but it is fantasy cartoon violence," he said. "Blood and gore drama

don't really appeal to me."

However, Gooden acknowledged that "there's a hard core market for violent games . . . 'Call of Duty,' that's like a billion-dollar franchise. It's definitely accessible for everyone to play."

In fact, there is demand for both violent games and the kind Gooden prefers: adventure. The two most popular video game genres in 2012 were shooter and action, although "Call of Duty: Black Ops II" was top-ranked that year, according to the Entertainment Software Association.

"I like my games to have more of a story to them," Gooden said. He draws inspiration for his games' plots from modern fantasy novels.

"For me," he said, "story is really important. It helps the player get immersed in the game."

Another reason Gooden prefers fantasy games is their timelessness. He called first-person shooter games "a fad," while "Skyrim" and "Final Fantasy," both of which have been out for many years, remain popular.

"Fate, in a nutshell, is one of the things I've been tackling in my games."

DAVIONNE GOODEN

20 Spotlight

"Even with really linear games, you still have the ability to do what you want."

DAVIONNE GOODEN

Gooden said, "I'm not sure how much of a long-term impact each ['Call of Duty'] game would have. I'm not sure in 10 years people would be remembering them."

On the other hand, Gooden believes fantasy games are "unique."

"Lately there's more indie-type games, a trend to move away from war, 'go America' kind of games to more unique setting and mechanics," he said.

With any type of game, Gooden believes the most important part of making one is "pouring your heart and soul into it. I think that is one of the most crucial aspects of game design."

Gooden has worked on "The Bravest Four" since last summer, but some games only take three days to make. On average, he works on video games five to six hours a day, and all day on weekends. "It definitely gets in the way of schoolwork," he said.

It's not just Gooden who racks up time in front of a screen. A 2010 study of eight to 18-year-olds conducted by the Kaiser Family Foundation showed that children spend more than seven and a half hours a day consuming any type of media.

However, Gooden does not consider video game addiction to be a problem "unless you get really addicted to it," he said. "I don't know anyone like that. There are ways to overcome it, though."

Another common stereotype surrounding video games concerns violence. Gooden also does not believe video game violence spurs real-life violence. "Video games can enhance a mental disorder," he said. "But the disorder has to be there already."

Freshman Noah Jalango agrees. "Video game violence, I think, is OK in small doses, because most people know that they are only playing a video game."

Gooden was quick to affirm that he wants to pursue video game design as a career. "I'm still debating if I want to go to college, but if I do, I want to go to San Francisco and major in game design and then develop my game business I have started," he

said. Specifically, Gooden would like to attend the Academy of Art University in San Francisco because of its game design program.

"I've always wanted to live in California," Gooden said. "It's all sunny and stuff with lots of people. There's a huge game development area in lower California."

Gooden finds some parts of breaking into the video game market unimpressive. "It seems the way to succeed unfortunately is just copying other games and that's how to be successful right now," he said.

He also believes there is "not so much of a market" for mobile phone games and would rather not design them as a career. "For the game industry as far as mobile games go, we switch from one thing to another very quickly," he said. "A few months ago there was this whole 'Flappy Bird' ordeal, but now it's like, 'Don't Touch the White Tiles' or '2048,' or whatever. I know in a few months a new game is going to come out."

Whatever the outcome, Gooden will continue to design video games throughout high school.

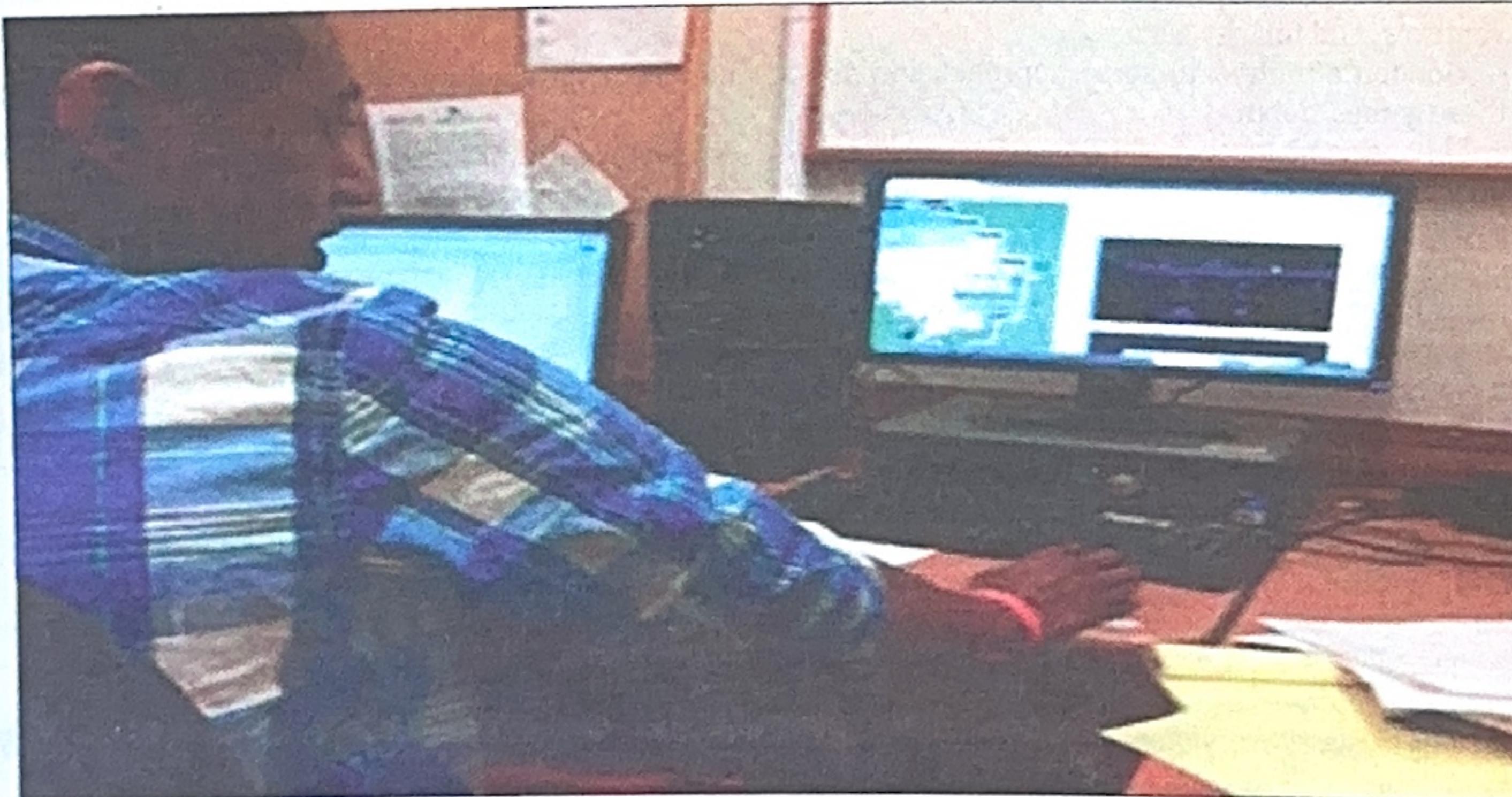
"I believe he's going places," Jones said.

"Basically, it boils down to this," Gooden said. "[Video games are] a nice, safe outlet from the world that allows you to be immersed into another world. Part of this has to do with games being interactive, which is unlike any other medium. When you watch a movie, that's it. You're basically in a locked path. With games, there's something different. Even with really linear games, you still have the ability to do what you want, and create your own entirely different experience from someone else."

"It can bring people together," Gooden said, "whether it's through couch co-op multiplayer, online MMO's, eSports, sitting together with a friend, or just discussing and having fun over games. It's a great feeling."

"Games have been a part of my life since I was a kid," said Gooden, "and I know they'll stay that way."

Anabel McGuire contributed reporting



NORA SPADONI/THE SHAKERITE

Davionne Gooden works on one of his video games. Gooden has designed more than 50 video games since 2010, and will sell copies of his most recent ventures, "The Bravest Four" and "Office Adventures." He got into video games when his dad bought him a Game Boy Advance.

Lots of Work For So Much Play

Game development isn't always rainbows and sunshine. Most of the time, it's tough, stressful and boring. A lot of people seem to glorify game development and game testing as just sitting around all day playing a game, or coming up with cool ideas, which is certainly not the case.

For me, at least, about 80 percent of development is basically me making graphics, coding, working on an area, testing, swearing, procrastinating, drinking some kind of sugar-filled drink, debugging, etc. Seriously, if there was a camera recording the entire development of one of my games, it definitely wouldn't be the most invigorating thing out there.

Not to say there aren't any fun or exciting moments, or anything like that. Things like successfully testing out a feature, getting feedback, finishing a level, etc., are things that really make the process worthwhile.

Speaking of feedback, that's definitely a REALLY key part of development for me. Seeing as I'm the only one working on the actual games, it's hard to judge whether it's good or not since I've been staring at the damn thing for ages.

Usually, I turn to my friends to judge if the game looks good or is fun or not, but often I might upload a demo to an online forum for people to play and critique. Usually, the feedback is pretty positive and constructive and helps me create a better game.

Still, even when people say a game is "good," I stress over it pretty much every day. Feedback from friends is great and all, but oftentimes, it's not the most sincere and accurate, and my testing pool outside of friends and online forums is pretty limited.

Plus, these two games ("The Bravest Four" and "Office Adventures") will be the first games that I'll actually be selling, and people's perception of quality changes when they actually have to purchase it for themselves. They want to know if their hard-earned money was wisely spent, so I'm constantly worrying about if the games will be successful critically and financially when they're released.

Since I'm still in school and am taken care of by my parents, I don't necessarily have to worry about losing my home/job/whatever if the game fails. Still, I don't come from a wealthy background or anything like that, far from it. So the games being successful would really help me now and in the future.

It's because of this stress that I work pretty much every day, and am really prone to constantly re-tooling or re-working things. It's the reason the games have taken so long and have gone through so many changes over the past few months.

Who knows -- "The Bravest Four" and "Office Adventures" could be well received, or absolutely suck and have no players whatsoever. I don't know. At the end of the day, though, I'll probably be happy that I finished a full-length game. Having it be critically acclaimed would be awesome, too. And having it sell well would just be the bee's knees. It probably won't happen, though. Or maybe it will? I guess I'll just have to find out, eh?

If there's anything I would say to aspiring developers (which I know there are plenty of within this school), I would say to definitely go for it! There are plenty of tutorials and free engines online; all you've got to do is take the first steps to actually do it.

Oh, and start small. You're not gonna make the next "Skyrim" overnight.

Guest
'Rite



Nathan Kim

Noah Gill



Fletcher Barton

Pearce Gronek

In Tune With Mixed Elements

New band combines schools, styles and drops debut album

AUDIE LORENZO CAMPUS AND CITY REPORTER

Mixed Elements lives up to its name. The four-member band hails from three schools and plays a variety of music including jazz, reggae and funk. The group just released its first recording and is gaining recognition locally.

The band's members are keyboardist and vocalist Nathan Kim, a freshman at University School; drummer Pearce Gronek, a Shaker eighth grader; guitarist Fletcher Barton, an eighth-grade student at University School; and bass player Noah Gill, a Shaker freshman.

The group released its first album May 30 and is selling the self-titled debut on

ter Kim and Gronek texted him to ask if he wanted to participate.

"I hesitated at first," said Gill, "but then I thought that this could lead to something big."

Their first performance as a quartet was at Hathaway Brown School Feb. 20.

Annabel Meals, an HB freshman who also recorded a cover song on the Mixed Elements album, said their concert at the school was a blast. "They filled up the whole atrium," she said. "Kids were coming out of their classes to watch them, and they did a great job."

"After that gig I really formed a bond with these guys, and that's when I decided to officially become a member of the band," Gill said.

Mixed Elements won the University School Battle of the Bands last year. This year, they won the Mentor Battle of the Bands and on May 24, they played at the Marc's Great American Rib Cook-Off and Music Festival.

They won \$300 at the Mentor Battle of Bands and spent it on microphones for their concerts, according to Gill.

"Mentor Battle of the Bands wasn't that big of a deal," said Gill, "but it kind of is now because we're the reigning champions."

Mixed Elements played for about 20 minutes to win the Mentor event. Three judges voted on the first, second and third place winners.

The group doesn't have an agent and has been relying on initiative and word of mouth to find gigs. Usually, they call to in-

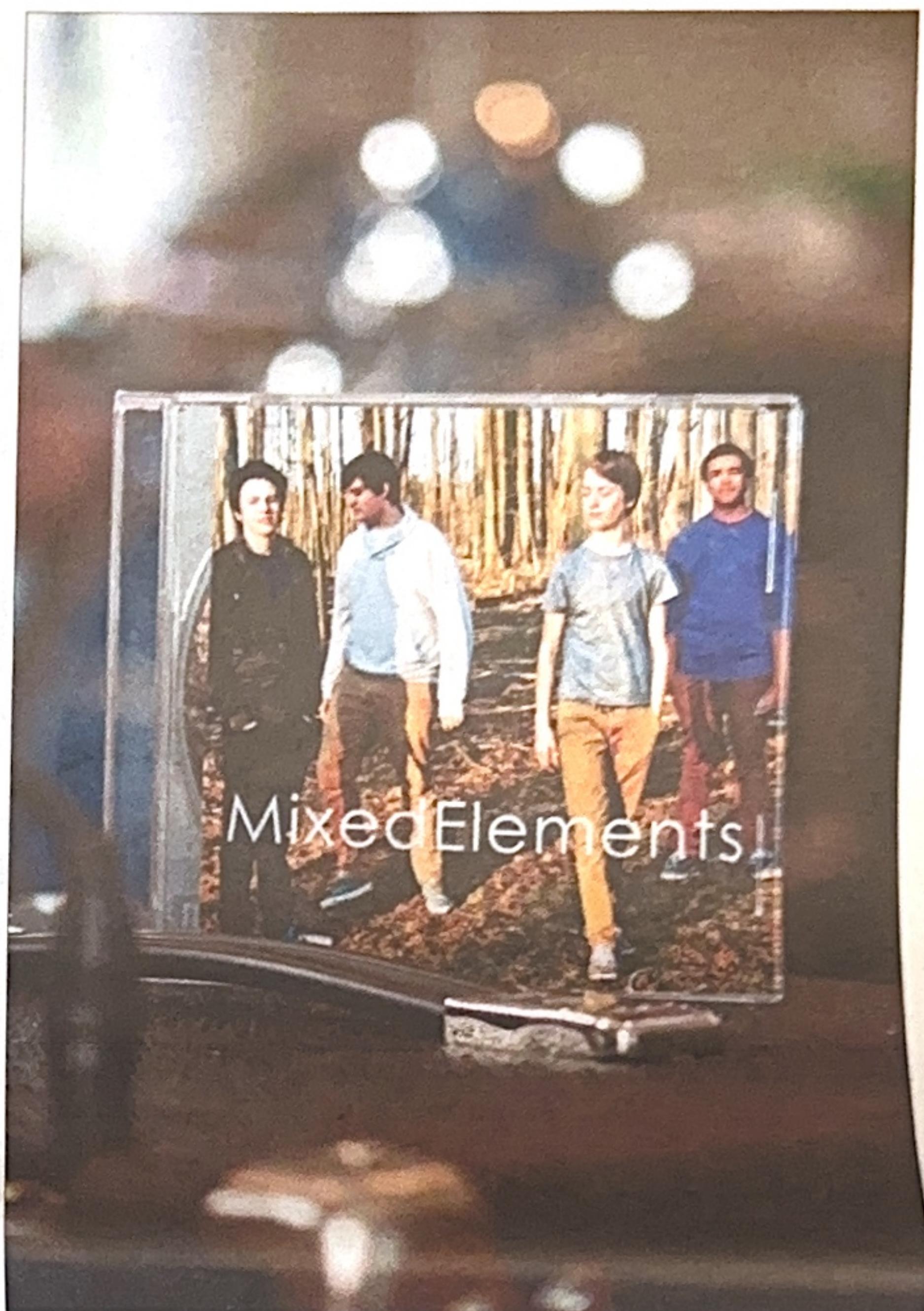


The band practices in Kim's living room. They usually rehearse together twice a week, and each member practices daily on his own.

iTunes as well as on CDs.

Mixed Elements united in 2012 when Kim, Gronek and Barton decided to start playing together at the Robert Ocasio Latin Jazz Camp.

Gill joined the band more recently, af-



The album "Mixed Elements," named after the band, was released May 30. According to Noah Gill, the band recorded the songs 15 times en route to the final product. It features eight songs, and all but one of them are original. The one song covered was recorded with Hathaway Brown student Annabel Meals.

"If it's not flawless, it's not up to our standards."

NATHAN KIM

quire about performing, or people who are interested in booking them for an event call them.

So far, the group's efforts to book gigs have been successful.

This summer, the band has scheduled shows in Canada, New York, Pittsburgh and all around Ohio.

"I honestly don't remember how many concerts we have played," Kim said. "We are very experienced, to the point where we are not very pressured when we're on stage."

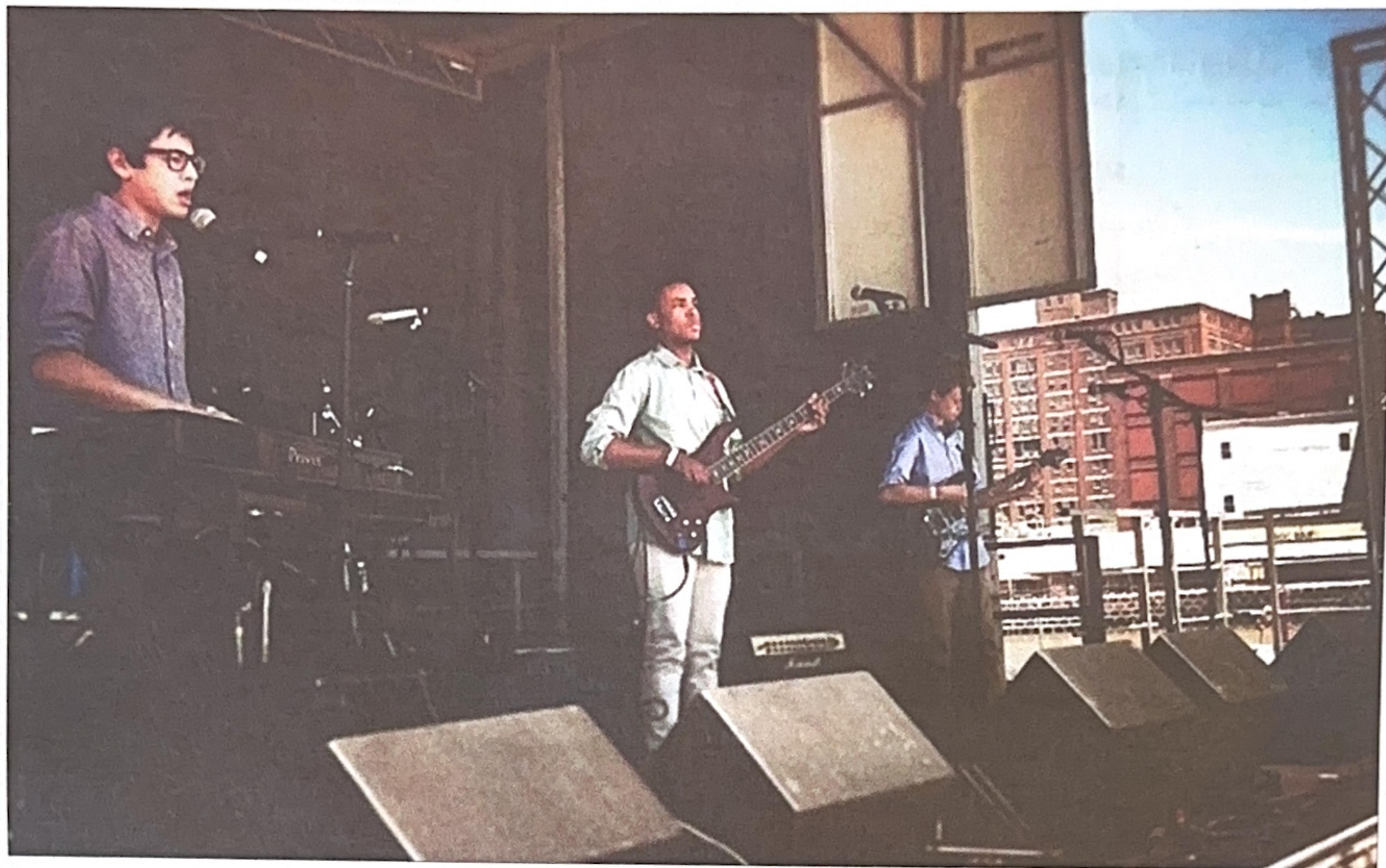
Mostly the band plays its own songs, although they cover songs by other artists as well.

Their new album features all original songs except their cover of "One Man Woman" by Playa.

Writing songs is mostly up to Kim and Gronek while production is up to Barton.

The band uses social media to help promote their work. They are up to date on Twitter, Instagram and Facebook. They also have their own website, mixedelements-band.com.

The band rehearses in Kim's living room or at Barton's house. The equipment is only set up at Kim's house when they practice,



JOY BARTON

Mixed Elements perform at the annual Cleveland Rib Fest in the Flats May 24. The band performed a 45-minute set. They rely on word of mouth for gigs right now, and will play in Pennsylvania, New York, Ohio and Canada this summer. They plan to play for money in the future.

but stays up at Barton's all the time.

The band began recording songs for the album in January, and the recording process took four months. During that time they recorded songs for the album about 15 times. They plan to start working on another album soon.

All members of the band practice almost every day. "I practice personally an hour and a half a day on both piano and vocals combined. I take two piano lessons a week and two vocal lessons a week," Kim said.

Gronek, the drummer, said practice is not his favorite thing. "I don't really like practicing. I just play for enjoyment every day," he said. "I have never taken lessons; I am going to begin to soon, though."

Right now, the band plays shows as a favor or for the purpose of promoting their band. After they make a name for themselves, they will start playing for money.

"I think that we definitely want to go somewhere with music. I'm not sure if the style or band will change, but I definitely want to go somewhere with it," Barton said.

"Our number one priority is to strive and progress -- no steps backward. We just want to do better than we did yesterday," Kim said. "The thing about our band is we are all very technical musicians. People say it sounds good, but if it's not flawless, it's not to our standards."



AUDIE LORENZO// THE SHAKERITE

On the Rail

HOW
TO HEAR
MIXED
ELEMENTS

Buy the album, "Mixed Elements," on iTunes or contact the band members to purchase a CD. All but one of the songs are original.

Here's the track list:

1. Never Say
2. Feel the Moment
3. Wasting Time
4. Blinded
5. One Man Woman by Playa (featuring Annabel Meals)
6. Make Me Change
7. Epiphany
8. Taking the Fall



Two singles are also available on iTunes and can be previewed: "Epiphany" and "Taking the Fall."

Here's how to find them on the web and social media:

Web
mixedelementsband.com

Instagram
[mixedelementsband/](https://www.instagram.com/mixedelementsband/)

Facebook
[Mixed Elements Band](https://www.facebook.com/MixedElementsBand)

Twitter
[mixed_elements1](https://twitter.com/mixed_elements1)

You can book the band by contacting:

annakelberg@aol.com
nkim44122@gmail.com

Binczyk Runs Through School Records

An 8-time state qualifier, senior prepares for college, keeps running

NED WEINGART RAIDER ZONE EDITOR
SARA MESIANO CAMPUS AND CITY EDITOR

Qualifying for the state competition is an impressive feat. What's more impressive is qualifying for states in two separate sports in the same year.

These are just some of the accolades garnered by senior track and cross country runner Chloe Binczyk. Binczyk has qualified for the state competition twice for cross country, twice for track, and four times for indoor track. Her time in the 3200-meter run is the current Shaker record.

For Binczyk, running is in her blood.

Binczyk began running in 5th grade with her dad to Boulevard School. "But I would only want to go to Lee Road and he would want to go to Boulevard," she said.

On May 23, Binczyk defended her district champion title in the 3200-meter run -- eight laps around a standard track and equaling roughly 2 miles -- clocking in a personal record of 10:57. "It was nice to come in as district champ, but it also made me a bit more nervous," Binczyk said.

In middle school Binczyk tried other sports such as soccer, but eventually she settled on cross country and track. "I would play midfield so I would have to run around a lot," Binczyk said. "I wouldn't really get tired and I decided I liked running better."

Her first year in high school was met with immediate success, joining the state-qualifying 4x800 relay. Binczyk went on to qualify for the cross country state meet her sophomore and senior year and the track and field state meet her freshman and junior year. She will attempt to qualify for states again in the 3200-meter run at the Austintown-Fitch Regional Meet May 30.

Binczyk's sister Alyssa also ran for Shaker with much success. Binczyk believes that watching her sister run inspired her to do the same. The two sisters ran together in the 4x800 meter relay team that



WILL MCKNIGHT//THE SHAKERITE

Senior Chloe Binczyk holds the school record in the 3200-meter run, 10:57. Binczyk has qualified for the state competition twice for cross country, twice for track, and four times for indoor track.

qualified Chloe for the 2011 state meet.

"Watching my sister made me want to be a great runner," Binczyk said. "Seeing her work so hard made me want to follow in her footsteps." Alyssa was a state qualifier multiple times in track and cross country and currently runs at New York University.

Binczyk's first state competition helped her gain confidence. "It was good because it was really relaxed," she said. "There were two upperclassmen and they knew what they were doing, so it was kind of a practice run for when I would go on by myself."

Dave Englander, who coaches Binczyk in track and cross country, believes her talent and work ethic are what really helped her edge out her competition.

"Chloe has been a very dedicated, hard worker for the past four years," Englander said. "She's the perfect combination of work ethic and talent."

Binczyk is a strong final sprinter. "She's well-known for her kick. Most girls don't start their final sprint until the 100 meters," Englander said. "Chloe will start it with about 600-800 meters left. She has routinely destroyed some of the top girls in the state on the last lap."

Binczyk's success comes from many hours of hard work. Binczyk runs an aver-



WILL MCKNIGHT//THE SHAKERITE

Chloe Binczyk sprints to the finish during the 3200 meter run at district finals at Nordonia High School. Binczyk won the race with a time of 10:57.

age of 50 miles a week to prepare for her races.

The stress-free and team-centered atmosphere makes running special for Binczyk. "It's two hours every day where all you have to worry about is running," Binczyk said. "It really takes the stress away from my life."

"I love running because of the team aspect," Binczyk said. "I love spending time with the team, it's like family."

Binczyk's teammates believe her attitude is what makes the team run well.

"Nobody has inspired me as much as her," said junior Ilana Sadholz, Binczyk's teammate for three years. "I don't think I'd work as hard as I do without seeing what she can do. "She helps keep the team calm and collected before meets and always supports everyone and encourages them to do their best."

That effect will stay as Binczyk moves on to the next chapter in her life. Binczyk will be running both track and cross country next year for Columbia University.

"I've kinda mastered how to do it in high school I would say when it comes to managing my time," she said. "I'm definitely nervous because things will be so different next year like adjusting from Shaker to New York City."

Track, Women's Lax Lead Spring Sports



Senior Alisia Barclay runs with the baton during a race at the District finals May 23. Barclay and her 4x100 relay team qualified for the regional meet with a second place finish.

WILL MCKNIGHT//THE SHAKERITE

Raider track athletes qualify for regional meet, while women's lacrosse nets top overall record

WILL MCKNIGHT PHOTO EDITOR

Women's lacrosse led the Raider spring sports campaign with a 15-3-1 record. The Raiders fell to Jackson High School in the first round of the playoffs.

The men's lacrosse team finished their regular season with a 4-9 record after struggling in the wake of several player suspensions. Shaker fell to North Canton Hoover in the third round of the playoffs May 24.

The men's baseball squad fell to Mayfield in round one of playoffs and finished with a 12-10 record. The Raiders ended their season as Northeast Ohio Champions with the best record in their region.

The men's and women's track teams have had a successful season thus far. After strong performances in invitationals throughout the season, members of both teams qualified to compete at the regional meet held in Austintown-Fitch last weekend, including two relay teams and three individuals.

The men's rugby team completed a winning campaign with a 4-2 record and third place in their division. The Raiders lost to Mayfield in the first round of the playoffs.

In its inaugural year, the women's rugby team ended their scrimmage season with a 0-6 record. Due to not having enough players, the women's team was unable to compete in the regular season or the playoffs.



Senior Sam Stager bats during the fourth inning against Valley Forge May 7. Shaker defeated Valley Forge 16-1.

The men's tennis team finished with a 9-7 record under the leadership once again of veteran head coach Allan Slawson, who returned from retirement to guide the team this year. The Raiders were defeated in the round of 32 by Copley.

Women's crew advanced to national competition in Princeton, New Jersey where they qualified for the semifinal race. The men's crew team failed to place among the top three teams that qualified for national competition.

The softball team posted a 7-11 overall mark and a 2-8 Northeast Ohio Conference record.



Junior Liam Tipton-Fletcher runs with the ball in a varsity rugby game against St. Ignatius April 29. The rugby team ended the season with a 4-2 record.

WILL MCKNIGHT//THE SHAKERITE



WILL MCKNIGHT//THE SHAKERITE

Sophomore Clay Brady cradles the ball away from a Cleveland Heights defender in a lacrosse game May 21.



WILL MCKNIGHT//THE SHAKERITE
Freshman Haley Brady passes the ball April 24. Women's lacrosse finished 15-3-1.



WILL MCKNIGHT//THE SHAKERITE
Senior third baseman Patrick Lamb catches the ball to tag out a Mayfield Heights High School baserunner May 13.



WILL MCKNIGHT//THE SHAKERITE
Senior Kornel Foremski prepares to return the ball to his tennis opponent May 2.

SHTA

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"It's just a lot to process in a short amount of time."

JON LIEF



WILL MCKNIGHT//THE SHAKERITE
Junior Hannah Heverling charges down the pole vault runway at the district track meet on Friday, May 23.



WILL MCKNIGHT//THE SHAKERITE
Heverling attempts to clear the starting height of 8 feet. She is one of three athletes learning pole vault this year at Shaker.



WILL MCKNIGHT//THE SHAKERITE
Heverling lands on the pit after attempting to clear 8 feet at the District track meet on Friday, May 23.

RAIDERS VAULT INTO COMPETITION

This spring, Shaker track and field athletes are clearing new heights after coaches add three-person pole vaulting crew to the lineup

NED WEINGART RAIDER ZONE EDITOR

A few Raider athletes are flying without a net this spring.

Juniors Hannah Heverling and Andre Lowery and freshman Cameron Willis are Shaker's first pole vaulters, a sport new to the track program this year.

Willis and Lowery are still learning the sport's finer points and have not yet competed in a meet. Heverling, on the other hand, has picked up the sport quickly and has competed and scored points in the event at a few meets.

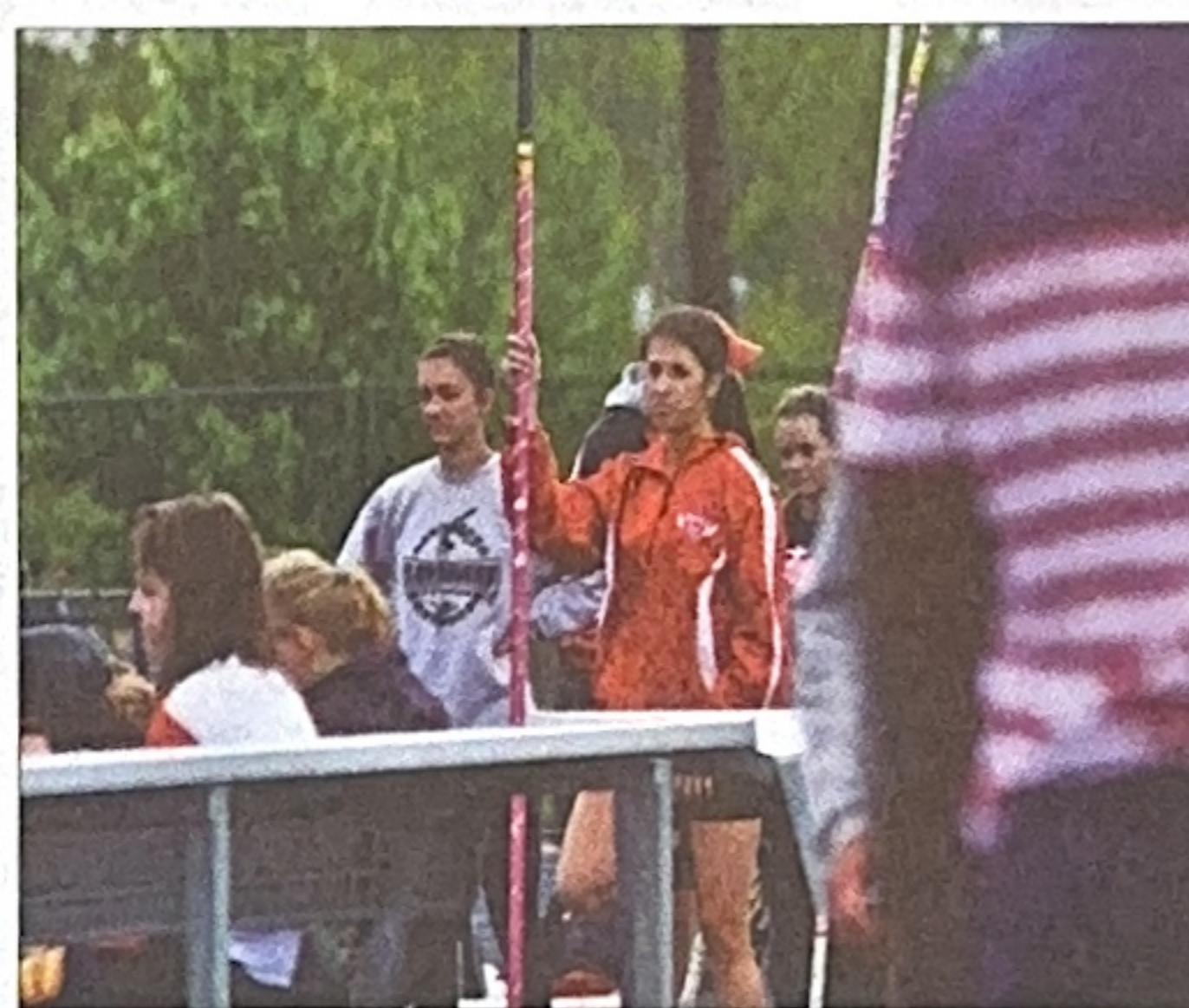
Lowery loves the idea of blazing the trail for future Shaker pole vaulters.

"It is exciting to be one of the first pole vaulters to represent the Shaker Raiders in such a tremendous event," Lowery said.

Though it isn't easy, Heverling likes the challenges that pole vaulting brings.

"It's a new adventure at pole vaulting practice everyday," Heverling said. "You never know what new achievement you might make in just one day's worth of practice."

Pole vaulting is a track and field sport in which athletes use a long, flexible pole, usually made of flexible fiberglass or carbon fiber, to launch themselves upward in hopes of clearing a bar, usually about three meters tall at the high school level.



WILL MCKNIGHT//THE SHAKERITE
Heverling prepares to pole vault at the District track meet May 23.

When planted, the pole flexes, sort of like a spring, and then rebounds, releasing energy and propelling the vaulter upward. The faster the run, the higher the jump. Successful vaulters land on a thick mat below the bar.

The sport originated in countries such as Britain, Scotland and the Netherlands around 2500 B.C. as a way to jump over marshes and swamps that blocked travel routes. According to the Olympics

Organization, it has been an official Olympic sport since 1896 for men and since 2000 for women.

Head Track Coach Beno Watkins contacted Shaker parent Jon Lief about coaching the unique sport. Lief vaulted at Cleveland Heights High School.

Lief's son Brian also runs track for Watkins at Shaker.

"Coach Watkins knew of my experience vaulting and asked me if I would be interested teaching any interested track athletes," Lief said. "I enjoy watching my son Brian and the rest of the team run, so I when Coach Watkins asked, I was happy to do it."

Heverling, who has family tied to the sport, wanted to see what the sport could offer.

"My dad vaulted in decathlons in high school, but wasn't ever advanced at the sport," Heverling said. "So I guess you could say I wanted to try the sport for myself and see what I could make of it."

Though the sport has a limited history at Shaker, Lief thinks the sport could thrive here given time.

"I believe the event could be quite successful. Hannah has already cleared heights in meets and scored points even though she just learned to jump," Lief said.

Pole vaulting has been a high school sporting event in Ohio since the Ohio High School Athletic Association sanctioned the sport for men in 1908.



A Brecksville vaulter clears the starting height of 8 feet at the District Final track meet on Friday, May 23, at Nordonia High School.

"It's a new adventure at pole vaulting practice every day. You never know what new achievement you might make in just one day's worth of practice."

HANNAH NEVERLING

However, women's pole vaulting was sanctioned by the OHSAA more recently, in 2002. Several Cleveland-area schools' track teams offer pole vaulting, including St. Ignatius, St. Edward, Solon, Cleveland Heights, Mentor and Medina.

Pole vaulting is a very physically demanding sport and requires great athleticism.

"Once the vaulter has completed their run down the runway, it is a very technical event," said Lief. "The vaulter must have strength and agility as well as the confidence that they can swing over the cross bar and land in the pit."

Lief believes a successful pole vaulter must not only be an outstanding athlete, but must also have a sharp mind.

"I think the toughest part of the vault is just after planting the pole and having to think about several maneuvers with the pole, which determine if it will be a successful jump or not," Lief said.

"It's just a lot to process in a short amount of time."

Though the sport does have its challenges, as Lief said, Heverling believes her future in the sport is very bright.

"If I stick with it, I could see myself clearing major heights my senior year at some larger invitationals meets," Heverling said. "This is only the beginning."



A Walsh Jesuit vaulter clears the opening height of 8 feet at the district track meet May 23.

Clearing One Height at a Time

Run like there's fire beneath you. Feet up. Hips up. Pull. Take Flight.

Before you know it, you've landed on the foam mattress, clutching your fist with a sense of victory -- if you cleared the height, that is.

The song "I Believe I can Fly" doesn't truly come alive in your mind until you're soaring over a crossbar with your hands clinging to a bending pole. This is pole vaulting. Although many people might find it terrifying, I find it exhilarating. The most important part is to be fearless; a hesitant vaulter will never succeed.

While charging down the runway with the pole in my hands, I am consumed by anxiety. Who knows what could happen in the next five seconds? The key is to generate as much speed as possible before you plant the pole, because it's your momentum that launches your body into the air. If a vaulter is hesitant, he or she is more inclined to make a mistake. When the time

comes I just have to trust my steps and go for it.

Fearlessness and sheer determination shoot your body into the air and over the bar. Planting the pole into the pit is the most stressful component, in my eyes. If you misplace it, the next 10 seconds of your life are at stake. In many occurrences your momentum from running can cause your body to fly in any direction.

But if you know what you're doing, you are still in control. I was taught to drop the pole and jump into the foam matress if something feels weird.

Then you have to put your vaulting skills to the test and compete. Some vaulters, including myself, can get nervous when they see the bar ahead while charging down the runway.

My coach, Jon Lief, told me, "The bar is your friend." My first thought is how can a bar be my friend? I guess the point he's getting at is that it won't hurt me, and I shouldn't want to hurt it.

At most meets the girls' pole vault starts at six feet, and everyone gets three tries to clear that height. Vaulters who do not clear it are eliminated; those who succeed are rewarded with the next height, which is typically 6 feet 6 inches.

Since vaulting is still new to me, I have only made it through the first two rounds, clearing 6 feet 6 inches and earning a couple points for the team. In practice, I have cleared a little over 7 feet, but anxiety gets to everyone at some point!

The faces of those walking by as I vault are comical. My track teammates often say, "I would never do that!" or "She is wild!"

Pole vaulting is a risky sport, but that's what I like about it. There is no better feeling than clearing your first height at a meet. Those are the athletic achievements I live for, no matter what the risks might be.

OPS

The One-Page Shakerite

The Microfeature

Michael D. Griffith
@ShakerGriffith FOLLOWING

0 TWEETS 17 FOLLOWING 8 FOLLOWERS

MARCIA BROWN

Principal Michael Griffith's is the most recent addition to the growing number of district administrator Twitter accounts. He joins the ranks of Superintendent Gregory C. Hutchings, jr., Middle School Principal Danny Young, Shaker Heights City Schools Director of Communications Peggy Caldwell and the district itself. He first retweeted a New York Times

Principal Michael Griffith launched his own professional Twitter account May 28. He followed The Shakerite soon after, and his Twitter Bio says "Shaker Heights, Ohio; www.shaker.org." Yesterday, Griffith tweeted his debut 140 characters.

story covering Maya Angelou's life and death. He then composed a tweet reading "Reaching out and getting up to speed on Twitter! More to follow." His admiration of Angelou continued when he retweeted Daniel Goleman, who tweeted the following Angelou quote: "The desire to reach for the stars is ambitious. The desire to reach hearts is wise."



STOP ARGUING!

FRACI DOUGLASS

Think you're right and the teacher's wrong? You may be right, but that's not the point. Teachers aren't the only ones who get annoyed when students openly argue with them in class, but if your pride is more important than the possible leniency you could get in the future, go right ahead and tell your teacher how he is wrong and you're right. It's not like he went to college and got degrees in what he's teaching.

Did It, Like, Happen, or Did It Really Happen? Like, No Way!

FRACI DOUGLASS

Ever counted the number of times people have said "like" in a day? If you haven't, don't. It'll give you a headache, trust me. Now, I have a high tolerance for things that annoy me, but I'm officially at the end of my rope. I'm not saying that I don't say it, because I do, but when I count a girl saying "like" 20 times in a five-minute presentation, I sob a little bit.



3-Second Movie Reviews

ABBY WHITE



Raunchy, but worth it



Superheroes with emotions



Action-packed fun



The "Meh" List

Abby White

1. Cafeteria food
2. Pennies
3. School computers
4. Saturday Night Live
5. Hall passes

CROC Your World

Hillary Lacks

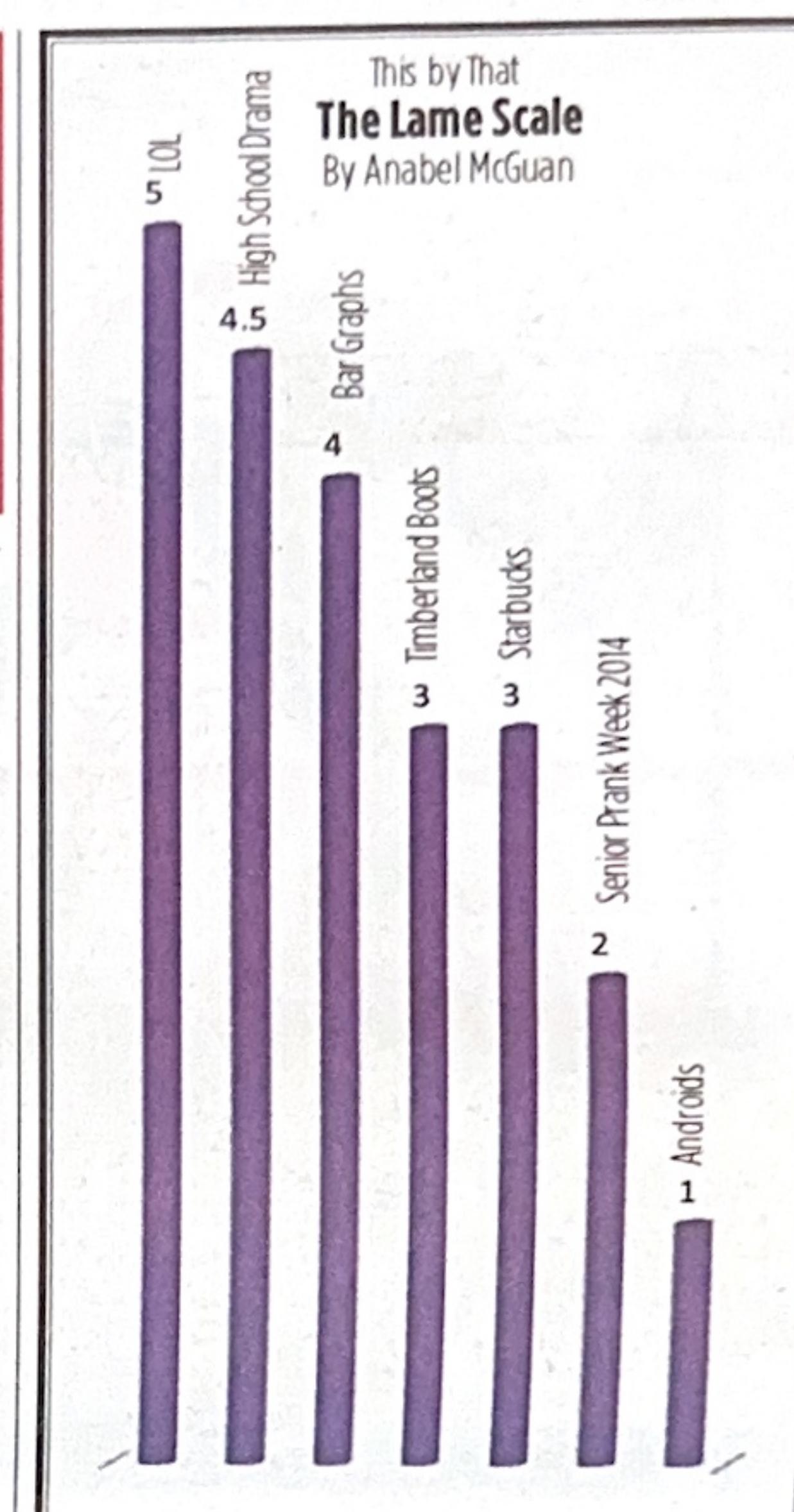
Nothing compares to the feeling you get when you take a step and feel the air cushioning your feet and the squish of the rubber below the sole of your foot. Wearing Crocs is an experience that makes you forget everything bad in the world.



What I'm Snacking On

Ella Shlonsky

Everyone's looking for healthy snacks now that summer's coming, and one of my favorites is kale chips. Another snack is homemade frozen fruit bars. Take some fruit juice and blended berries, put them in a cup, plop in a Popsicle stick and put the cup in the freezer. You've got yourself a sweet and healthy treat for when it's hot out.



FINALS SCHEDULE

Thursday, June 5	8:30-11:30 a.m.	1-4 p.m.
	Math	No Final
Friday, June 6	8:30-11:30 a.m.	1-4 p.m.
	English	Science
Monday, June 9	8:30-11:30 a.m.	1-4 p.m.
	World Language	Social Studies
Tuesday, June 10	8:30-11:30 a.m.	1-4 p.m.
	Make-Up	Make-Up

Hero or Demon?

ALEXANDRA HARRIS

Netflix is a beautiful thing. Check that, a wonderful thing. Now, having said that, we are all caught in the middle of a painful situation: choosing Netflix or a social life. I, like many other people, happen to be in the middle of about three different shows and, although I feel bad for not going outside to enjoy the sun, Netflix keeps enticing me back, making me click on the next episode. During this year my life may have taken a tumble due to "Gossip Girl," but is there really anything to lose in the summer except maybe my sanity?

Want to read more stories that make you so happy you feel like you're dancing with unicorns? Visit www.shakerite.com

The Starbucks Disaster



Sara Mesiano
I understand that the Starbucks on Warrensville is gone, but it isn't the end of the world. There are other Starbucks at Cedar Center and on Green Road, so take a breath and calm down.

This Should Be a Word

Mariel Lustig & Hillary Lacks

SK PBUCK



SKIP-buck (verb)

To skip school to go to Starbucks. Example: I craved a mocha so much that I skipbucked during second period yesterday.

The News Doesn't End When School Does... Stay With Us Over The Summer!

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